



# Grade 5

# English Language Arts

# Item Specifications

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## Introduction

In 2014 Missouri legislators passed House Bill 1490, mandating the development of the Missouri Learning Expectations. In April of 2016, these Missouri Learning Expectations were adopted by the State Board of Education. Groups of Missouri educators from across the state collaborated to create the documents necessary to support the implementation of these expectations.

One of the documents developed is the item specification document, which includes all Missouri grade-level/course expectations arranged by domains/strands. It defines what could be measured on a variety of assessments. The document serves as the foundation of the assessment development process.

Although teachers may use this document to provide clarity to the expectations, these specifications are intended for summative, benchmark, and large-scale assessment purposes.

Priority standards identify those critical expectations that students absolutely need to know to be ready for what comes next. They influence both instruction/curriculum and future MAP assessments. [Priority standards appear in blue in this document.](#)

Components of the item specifications include:

**Expectation Unwrapped** breaks down a list of clearly delineated content and skills the students are expected to know and be able to do upon mastery of the Expectation.

**Depth of Knowledge (DOK) Ceiling** indicates the highest level of cognitive complexity that would typically be assessed on a large-scale assessment. The DOK ceiling is not intended to limit the complexity one might reach in classroom instruction.

**Item Format** indicates the types of items used in large-scale assessment. For each expectation, the item format specifies the type best suited for that particular expectation.

Possible Item Format in ELA	Definition
Technology Enhanced—Drag and Drop	Click and drag an object to the appropriate location in the response area.
Technology Enhanced—Drop-Down Menu	Select an answer from a drop-down menu.
Evidence-Based Selected Response (EBSR), multi-part items	This item type has two parts. Each part may consist of one of three item types: Multiple Choice, Multiple Select, and Text Highlight.
Technology Enhanced—Hot Spot/Text Highlight	Highlight an option by selecting it. Select one or more options.
Multiple Choice	Select the radio button corresponding to one of four options. Select only one option.
Multiple Select	Mark a radio button corresponding to an option. Mark more than one option. Item will indicate the number of options to select.
Constructed Response	Respond via keyboard entry.
Writing Prompt	Respond via keyboard entry using text-formatting buttons.

**Text Types** suggests a broad list of text types for both literary and informational expectations. This list is not intended to be all inclusive: other text types may be used in the classroom setting. The expectations were written in grade-level bands; for this reason, the progression of the expectations relies upon increasing levels of quantitative and qualitative text complexities.

**Content Limits/Assessment Boundaries** are parameters that item writers should consider when developing a large-scale assessment. For example, some expectations should not be assessed on a large-scale assessment but are better suited for local assessment.

**Sample stems** are examples that address the specific elements of each expectation and address varying DOK levels. The sample stems provided in this document are in no way intended to limit the depth and breadth of possible item stems. The expectation should be assessed in a variety of ways.

# Grade 5 English Language Arts Priority Standards

## Reading

Grade 5 English Language Arts: Priority Standard		5.R.1.A.a
<b>1</b> <b>A</b> <b>MLS</b> <b>a</b>	<p><b>Develop and apply skills to the reading process.</b></p> <p><b>Comprehension</b></p> <p>Develop and demonstrate reading skills in response to text by: drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will draw conclusions by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>The student will infer by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> </ul>		<p><b><u>DOK Ceiling – 3</u></b></p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p><b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Textual evidence should come from the stimulus.</li> <li>Prior knowledge should not be required.</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>What can a reader infer about [QUOTE]?</li> <li>Read the sentences from the passage. [SENTENCES] What does ____ suggest about ____?</li> <li>Based on the passage, which conclusion can be made about ____?</li> <li>What is the author trying to tell the reader in the phrase ____? Part A—Which inference about ____ does the passage support? Part B—Which evidence from the passage best supports the answer in part A?</li> </ul>

Grade 5 English Language Arts: Priority Standard		5.R.1.A.b
<b>1</b> <b>A</b> <b>MLS</b> <b>b</b>	<p><b>Develop and apply skills to the reading process.</b></p> <p><b>Comprehension</b></p> <p>Develop and demonstrate reading skills in response to text by: drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will draw conclusions based on inferences and what the text says explicitly.</li> <li>The student will provide textual evidence to draw conclusions based on what the text says explicitly.</li> </ul>		<p><b><u>DOK Ceiling – 2</u></b></p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p><b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Inferences must be based on the text and not require prior knowledge of content.</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Which sentence from the passage best supports the idea that ____?</li> <li>Provide evidence from the text that best supports the conclusion ____.</li> <li>Which text evidence best supports the inference that ____?</li> <li>Which statement from the passage best explains why ____?</li> <li>Read the paragraph from the passage. Choose the sentence that best shows/explains ____.</li> <li>Choose the phrase from the passage that helps the reader infer how ____ is feeling about ____.</li> <li>Read the sentences from the passage. [SENTENCES] Based on the sentences, what can be concluded about ____?</li> </ul>

Grade 5 English Language Arts: Priority Standard		5.R.1.B.a
<b>1</b> <b>B</b> <b>MLS</b> <b>a</b>	<p><b>Develop and apply skills to the reading process.</b></p> <p><b>Vocabulary</b></p> <p>Develop an understanding of vocabulary by: determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will determine the meaning of academic root words through context.</li> <li>The student will determine the meaning of prefixes through context.</li> <li>The student will determine the meaning of suffixes through context.</li> </ul>		<p><b><u>DOK Ceiling – 2</u></b></p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p><b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Prefixes and suffixes: e.g., unused, useful</li> <li>Words need to be derived from Latin, Greek, or other linguistic root words.</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>What is the meaning of ____ as it is used in the sentence?</li> <li>Based on context, what is the meaning of the prefix “co-” as used in the word coexist?</li> <li>How does the prefix ____ affect the meaning of the word ____?</li> </ul>



Grade 5 English Language Arts: Priority Standard		5.R.1.B.b
<b>1</b> <b>B</b> <b>MLS</b> <b>b</b>	<p><b>Develop and apply skills to the reading process.</b></p> <p><b>Vocabulary</b></p> <p>Develop an understanding of vocabulary by: using context to determine meaning of unfamiliar or multiple-meaning words</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will use the context to determine the meaning of unfamiliar words.</li> <li>The student will use the context to determine the meaning of multiple-meaning words.</li> </ul>		<p><b><u>DOK Ceiling – 2</u></b></p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p><b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Context: e.g., in-sentence restatement</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>What does the word ____ mean as it is used in the sentence?</li> <li>What is the meaning of the underlined word?</li> <li>Read the sentence. Which word in the sentence uses a prefix/suffix/root that means ____?</li> <li>How does the prefix/suffix affect the meaning of the word ____?</li> <li>Which definition best expresses the meaning of the word as used in the sentence?</li> <li>Read the sentence from the text. What evidence from the text helps the reader understand the meaning of the word?</li> </ul>

Grade 5 English Language Arts: Priority Standard		5.R.1.B.d
<b>1</b> <b>B</b> <b>MLS</b> <b>d</b>	<p><b>Develop and apply skills to the reading process.</b></p> <p><b>Vocabulary</b></p> <p>Develop an understanding of vocabulary by: explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will explain the meaning of common idioms in text.</li> <li>The student will explain the meaning of common adages in text.</li> <li>The student will explain the meaning of common similes in text.</li> <li>The student will explain the meaning of common metaphors in text.</li> <li>The student will explain the meaning of common hyperboles in text.</li> </ul>		<b><u>DOK Ceiling – 2</u></b>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p><b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  <b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Be careful that the terms used are not reliant upon background knowledge for specific groups of students. Ample context must be provided.</li> <li>For large-scale assessments, include only items that fall within the figurative-language categories mentioned above.</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Choose the meaning of the underlined metaphor/idiom/etc.</li> <li>Why did the author use the idiom/simile/etc. [LIST WORD/PHRASE] in the passage?</li> <li>Part A—Find where the author uses a simile/idiom/etc. in the text. Part B—What is most likely the meaning of the figure of speech?</li> </ul>

Grade 5 English Language Arts: Priority Standard		5.R.1.B.g
<b>1</b> <b>B</b> <b>MLS</b> <b>g</b>	<p><b>Develop and apply skills to the reading process.</b></p> <p><b>Vocabulary</b></p> <p>Develop an understanding of vocabulary by: using conversational, general academic, and domain-specific words and phrases</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will use conversational, general academic and domain-specific words and phrases while reading text.</p>		<b><u>DOK Ceiling – 2</u></b>
		<b><u>Item Format</u></b> Performance Event
		<b><u>Text Types</u></b> <b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction <b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Locally assessed</li> <li>Could be assessed through observation, one on one discussions, check-lists, running records</li> </ul>		<b><u>Sample Stems</u></b>

Grade 5 English Language Arts: Priority Standard		5.R.1.D.a
<b>1</b> <b>D</b> <b>MLS</b> <b>a</b>	<p><b>Develop and apply skills to the reading process.</b></p> <p><b>Independent Text</b></p> <p>Read independently for multiple purposes over sustained periods of time by: reading text that is developmentally appropriate</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will independently read a developmentally appropriate text for multiple purposes over a sustained period of time.</p>		<p><b><u>DOK Ceiling – 3</u></b></p>
		<p><b><u>Item Format</u></b></p> <p>Performance Event</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p><b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Locally assessed</li> <li>The assessment should focus on the purpose(s) for reading.</li> <li>Could be assessed through observation, one on one discussions, check-lists, running records, book lists</li> </ul>		<p><b><u>Sample Stems</u></b></p>

Grade 5 English Language Arts: Priority Standard		5.R.1.D.b
<b>1</b> <b>D</b> <b>MLS</b> <b>b</b>	<p><b>Develop and apply skills to the reading process.</b></p> <p><b>Independent Text</b></p> <p>Read independently for multiple purposes over sustained periods of time by: producing evidence of reading</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will produce evidence of reading independently for multiple purposes over sustained periods.</p>		<b><u>DOK Ceiling – 3</u></b>
		<p><b><u>Item Format</u></b></p> <p>Performance Event</p>
		<p><b><u>Text Types</u></b></p> <p><b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Locally assessed</li> <li>Evidence of reading: e.g., create a journal or reading log, participate in book talks</li> </ul>		<b><u>Sample Stems</u></b>

Grade 5 English Language Arts: Priority Standard		5.R.2.A.a
<b>2</b>	<b>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</b>	
<b>A</b>	<b>Fiction</b>	
<b>MLS</b>	Read, infer, analyze, and draw conclusions to:	
<b>a</b>	compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling – 3</u></b>
<ul style="list-style-type: none"> <li>The student will compare and contrast the roles and functions of characters in various plots by inferring, drawing conclusions, and analyzing while reading fiction, poetry, and drama from a variety of cultures and times.</li> <li>The student will compare and contrast the roles and functions of characters in their relationships by inferring, drawing conclusions, and analyzing while reading fiction, poetry, and drama from a variety of cultures and times.</li> <li>The student will compare and contrast the roles and functions of characters in their conflicts by inferring, drawing conclusions, and analyzing while reading fiction, poetry, and drama from a variety of cultures and times.</li> </ul>		<b><u>Item Format</u></b> Selected Response, Constructed Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i>
		<b><u>Text Types</u></b> <b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>Read ____ and _____. Compare and contrast the relationship each of the main characters has with _____.</li> <li>Read the following statements about ____ and _____. Write each statement under the character it supports.</li> <li>How does the relationship between [CHARACTER 1] and [CHARACTER 2] affect the plot/conflict/etc.?</li> <li>How does the protagonist/antagonist contribute to the conflict?</li> <li>How does the conflict between the characters move the plot forward?</li> <li>Read the sentences from the passages. What do the sentences reveal about [CHARACTER 1] and [CHARACTER 2]?</li> <li>How do [CHARACTER 1's] and [CHARACTER 2's] actions differ when _____?</li> <li>Which details from the passage reveal the similarity/difference between [CHARACTER 1] and [CHARACTER 2]?</li> <li>Drag details into the table to show how the characters react to the conflict at the beginning of the passage. Then, drag details into the table to show how the characters change by the end of the passage. (table headers: character, beginning, end)</li> </ul>

Grade 5 English Language Arts: Priority Standard		5.R.2.A.b
<b>2</b> <b>A</b> <b>MLS</b> <b>b</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</b></p> <p><b>Fiction</b></p> <p>Read, infer, analyze, and draw conclusions to: explain the theme or moral lesson, conflict, and resolution in a story or novel</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will explain the theme or moral lesson in a story or novel from a variety of cultures and times by inferring, drawing conclusions, and analyzing.</li> <li>The student will explain the conflict in a story or novel from a variety of cultures and times by inferring, drawing conclusions, and analyzing.</li> <li>The student will explain the resolution in a story of novel from a variety of cultures and times by inferring, drawing conclusions, and analyzing</li> </ul>		<p><b><u>DOK Ceiling – 3</u></b></p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p><b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Instructional Implication: Refer to grade 3 (3.R.2.A.a) and grade 4 (4.R.2.A.a) standards for implications about theme.</li> <li>See definition of theme in K-12 Glossary of Terms. <a href="https://dese.mo.gov/sites/default/files/curr-ela-glossary-of-terms.pdf">https://dese.mo.gov/sites/default/files/curr-ela-glossary-of-terms.pdf</a></li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Which events best develop the conflict of the passage?</li> <li>Which of the following is the moral lesson of the story?</li> <li>Which sentence from the passage shows that [CHARACTER 1] and [CHARACTER 2] reach a compromise?</li> <li>Which sentence from ____ best reveals the conflict of [CHARACTER]?</li> <li>Part A—Which sentence best states the theme of the passage? Part B—Which evidence from the passage best supports this theme?</li> <li>Explain the conflict/resolution/moral in ____.</li> <li>What is the main conflict in the story and how is it resolved?</li> </ul>

Grade 5 English Language Arts: Priority Standard		5.R.2.A.c
<b>3</b>	<b>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</b>	
<b>A</b>	<b>Fiction</b>	
<b>MLS</b>	Read, infer, and draw conclusions to:	
<b>c</b>	describe how a narrator's or speaker's point of view influences events	
<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"> <li>The student will describe a narrator or speaker's point of view (perspective) by inferring, drawing conclusions, and analyzing while reading fiction, poetry, and drama from a variety of cultures and times.</li> <li>The student will describe how a narrator or speaker's point of view (perspective) influences events by inferring, drawing conclusions, and analyzing while reading fiction, poetry, and drama from a variety of cultures and times.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i>
		<b><u>Text Types</u></b> <b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>Keep question items consistent with language related to perspective for grade 5.</li> <li>See definition of point of view in K-12 Glossary of Terms.  <a href="https://dese.mo.gov/sites/default/files/curr-ela-glossary-of-terms.pdf">https://dese.mo.gov/sites/default/files/curr-ela-glossary-of-terms.pdf</a> </li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>After reading the play, describe the narrator's point of view/perspective.</li> <li>How does the narrator's perspective influence [EVENT FROM STORY/POEM]?</li> <li>How would the story be different if [CHARACTER] were telling the story?</li> <li>Based on the events in the passage, which sentence best describes [CHARACTER'S] thoughts about ____?</li> </ul>



Grade 5 English Language Arts: Priority Standard		5.R.3.A.a
<b>3</b> <b>A</b> <b>MLS</b> <b>a</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b></p> <p><b>Text Features</b></p> <p>Read, infer, and draw conclusions to: use multiple text features and graphics to locate information and gain an overview of the contents of text information</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will use multiple text features to locate information by inferring and drawing conclusions in nonfiction text from a variety of cultures and times.</li> <li>The student will use multiple text features to gain an overview of the contents of text information by inferring and drawing conclusions in nonfiction text from a variety of cultures and times.</li> <li>The student will use multiple graphics to locate information by inferring and drawing conclusions in nonfiction text from a variety of cultures and times.</li> <li>The student will use multiple graphics to gain an overview of the contents of text information by inferring and drawing conclusions in nonfiction text from a variety of cultures and times.</li> </ul>		<p><b><u>DOK Ceiling – 2</u></b></p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Text features include: Table of contents, heading, captions, bold print, key words, italics, sub headings, electronic menus, side bars, hyperlinks</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>After reading the headings of the article and previewing the images, the reader can infer the article is about ____.</li> <li>What conclusions can a reader draw looking at maps/graphs/diagrams/etc.? (needs to be multiple features)</li> <li>Which text features would a reader use to locate information on ____?</li> <li>Based on the graphics, which inference is supported?</li> </ul>

Grade 5 English Language Arts: Priority Standard		5.R.3.B.a
<b>3</b> <b>B</b> <b>MLS</b> <b>a</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b></p> <p><b>Literary Techniques</b></p> <p>Read, infer, and draw conclusions to: evaluate if the author’s purpose was achieved, identify reasons for the decision, and provide evidence to support the claim</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will evaluate if the author’s purpose was achieved by identifying reasons for the decision by inferring and drawing conclusions in nonfiction text from a variety of cultures and times.</li> <li>The student will evaluate if the author’s purpose was achieved and provide evidence to support the claim by inferring and drawing conclusions in nonfiction text from a variety of cultures and times.</li> </ul>		<p><b><u>DOK Ceiling – 3</u></b></p> <p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>The author’s purpose (e.g., persuade, entertain, inform) needs to be clear in order for students to be able to complete the other two tasks.</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>The author’s purpose for writing the article was to persuade the reader to _____. Highlight two examples of evidence that prove the author met the purpose of persuasion.</li> <li>Part A—Which statement best describes the author’s purpose in the passage? Part B—Which evidence supports the answer in part A?</li> <li>Which claim is supported in the passage?</li> </ul> <p><b><u>Classroom</u></b></p> <ul style="list-style-type: none"> <li>Part A—Highlight two sentences that support the author’s claim. Part B—Did the claims help persuade you to agree with the author’s perspective?</li> <li>After reading [PERSUASIVE WRITING], what are your thoughts about _____?</li> </ul>

Grade 5 English Language Arts: Priority Standard		5.R.3.B.g
<b>3</b> <b>B</b> <b>MLS</b> <b>g</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b></p> <p><b>Literary Techniques</b></p> <p>Read, infer, and draw conclusions to: use reasoning to determine the logic of an author’s conclusion and provide evidence to support reasoning</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will determine the logic of an author’s conclusion by inferring and drawing conclusions in nonfiction text from a variety of cultures and times.</li> <li>The student will use reasoning to determine the logic of an author’s conclusion and provide evidence to support reasoning by inferring and drawing conclusions in nonfiction text from a variety of cultures and times.</li> </ul>		<p><b><u>DOK Ceiling – 3</u></b></p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Language that influences the reader: e.g., figurative language, questions, sensory details</li> <li>The item should reflect the author’s purpose. E.g., narrative, informative/explanatory, opinion, persuasive, argumentative</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>The author’s conclusion about ____ is _____. Explain the logic behind the author’s conclusion and provide evidence for the logic.</li> <li>Part A—Which statement best supports the author’s conclusion that _____? Part B—Which evidence from the passage best supports the answer in part A?</li> </ul>

Grade 5 English Language Arts: Priority Standard		5.R.3.C.c
3 C MLS c	<p>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</p> <p><b>Text Structures</b></p> <p>Read, infer, and draw conclusions to: analyze how the pattern of organization of a text influences the relationships</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will, by inferring and drawing conclusions, analyze how the pattern of organization of a text influences the relationships in nonfiction text from a variety of cultures and times.</p>		<p><b><u>DOK Ceiling – 3</u></b></p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Instructional implication: The pattern of organization is the text structure.</li> <li>Pattern of organization: e.g., cause and effect, problem and solution, question and answer</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>How does the text structure influence the content in the passage?</li> <li>How are the paragraphs under the heading ____ related?</li> <li>Part A—Which text structure is used in the passage? Part B—How does the text structure influence the passage?</li> <li>What is the overall organization of the passage? (Options include a text structure and the effect of its use; e.g., The author uses cause and effect to show how ____.)</li> <li>Which sentences from the passage describe an effect?</li> <li>Why did the author use the ____ text structure?</li> </ul> <p><b><u>Classroom</u></b></p> <ul style="list-style-type: none"> <li>What other ways could the author have organized the information?</li> <li>A boy writes about a day with _____. What text structure does he use?</li> </ul>

# Reading Foundations

Grade 5 English Language Arts: Priority Standard		5.RF.3.A.a
3 A MLS a	<p>Understand how English is written and read.</p> <p><b>Phonics</b></p> <p>Develop phonics in the reading process by:</p> <p>decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will decode words using knowledge of all letter-sound correspondence to read unfamiliar multi-syllabic words in context.</li> <li>The student will decode words using knowledge of syllabication patterns to read unfamiliar multi-syllabic words in context.</li> <li>The student will decode words using knowledge of morphology to read unfamiliar multi-syllabic words in context.</li> </ul>		<b><u>DOK Ceiling – 2</u></b>
		<b><u>Item Format</u></b> Performance Event
		<p><b><u>Text Types</u></b></p> <p><b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Locally assessed—This standard can be locally assessed through teacher observation of miscues from oral reading samples.</li> <li>Multisyllabic words in context: e.g., roots, prefixes, suffixes</li> </ul>		<b><u>Sample Stems</u></b>

Grade 5 English Language Arts: Priority Standard		5.RF.3.A.b
<b>3</b> <b>A</b> <b>MLS</b> <b>b</b>	<p><b>Understand how English is written and read.</b></p> <p><b>Phonics</b></p> <p>Develop phonics in the reading process by: reading root words, prefixes, suffixes, and important words from all specific content curricula</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will read root words, prefixes, and/or suffixes from all specific content curricula.</li> <li>The student will read important words from all specific content curricula.</li> </ul>		<b><u>DOK Ceiling – 1</u></b>
		<b><u>Item Format</u></b> Performance Event
		<p><b><u>Text Types</u></b></p> <p><b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Locally assessed—This standard can be locally assessed through running records, phonic and phonics activities, spelling tests, and word work.</li> <li>This standard builds upon 2.RF.3.A.f. It may be appropriate to assess these together.</li> </ul>		<b><u>Sample Stems</u></b>

# Writing

Grade 5 English Language Arts: Priority Standard		5.W.1.B.a
<b>1</b> <b>B</b> <b>MLS</b> <b>a</b>	<p><b>Apply a writing process to develop a text for audience and purpose.</b></p> <p><b>Draft</b></p> <p>Appropriate to genre type, develop a draft from prewriting by: choosing an appropriate organizational structure and building on one main idea to create a multiple-paragraph text appropriate to the genre</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will choose an appropriate organizational structure when developing a draft for a text appropriate for audience and purpose.</li> <li>The student will develop a draft by building on one main idea in order to create a multiple-paragraph text appropriate for audience and purpose.</li> </ul>		<b><u>DOK Ceiling – 2</u></b>
		<b><u>Item Format</u></b> Performance Event
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Locally assessed—This standard is an important part of the writing process and should be assessed at the classroom level.</li> <li>Organizational structures: e.g., storyline, sequence of events, time order, cause and effect, compare and contrast</li> <li>Instructional Implication: Drafting expectations apply to all genres of writing.</li> </ul>		<p><b><u>Sample Stems</u></b></p> <p><b><u>Classroom</u></b></p> <ul style="list-style-type: none"> <li>A student is writing an essay about _____. Which organizational structure should the student use?</li> <li>A student wants to write a time order essay. Which topic would work for this organizational structure?</li> <li>A student was asked to write an essay about the life of _____. Choose the best organizational structure for the essay.               <ul style="list-style-type: none"> <li>a. cause and effect</li> <li>b. compare and contrast</li> <li>c. problem and solution</li> <li>d. time order</li> </ul> </li> <li>Which type of writing would work best for an assignment on _____?</li> <li>A student is writing an essay on _____ for _____. Choose the best organizational structure for the essay.               <ul style="list-style-type: none"> <li>a. problem/solution</li> <li>b. compare/contrast</li> <li>c. chronological</li> <li>d. cause/effect</li> </ul> </li> </ul>

Grade 5 English Language Arts: Priority Standard		5.W.1.B.b
<b>1</b> <b>B</b> <b>MLS</b> <b>b</b>	<p><b>Apply a writing process to develop a text for audience and purpose.</b></p> <p><b>Draft</b></p> <p>Appropriate to genre type, develop a draft from prewriting by: establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will establish a main idea with an overall topic sentence (at, or near, the beginning of the first paragraph) when developing a draft of a text appropriate for audience and purpose.</li> <li>The student will support the main idea when developing a draft of a text appropriate for audience and purpose.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<p><b><u>Item Format</u></b></p> <p>Performance Event</p>
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Locally assessed—This standard is an important part of the writing process and should be assessed at the classroom level.</li> <li>Instructional Implication: Based on this standard, students in the classroom need to be actively engaged in writing a main idea or topic sentence and supporting it with details. For assessment purposes, students may need to be able to choose an appropriate main idea or topic from a list of options.</li> <li>Instructional Implication: Drafting expectations apply to all genres of writing.</li> </ul>		<p><b><u>Sample Stems</u></b></p> <p><b><u>Classroom</u></b></p> <ul style="list-style-type: none"> <li>Write a topic sentence for an essay using this information. Topic: Audience:</li> <li>A student is writing an essay and used these details. [DETAILS] Write an appropriate topic sentence for the essay.</li> <li>A student is writing a ____ essay about ____ for [AUDIENCE]. Choose the best introductory paragraph for the writing.</li> <li>Read the following paragraph. [PARAGRAPH] Choose the best topic sentence to complete the paragraph.</li> <li>The class was instructed to write about _____. Choose the best genre of writing for the assignment.</li> <li>A student wants to convince his parents to quit drinking soda for health reasons. What genre of writing should the student use? <ul style="list-style-type: none"> <li>a. persuasive</li> <li>b. informational</li> <li>c. narrative</li> <li>d. nonfiction</li> </ul> </li> <li>A student is writing an informative/explanatory essay on ____ for _____. Choose the best organizational format for the essay.</li> </ul>



Grade 5 English Language Arts: Priority Standard		5.W.1.B.c
<b>1</b> <b>B</b> <b>MLS</b> <b>c</b>	<p><b>Apply a writing process to develop a text for audience and purpose.</b></p> <p><b>Draft</b></p> <p>Appropriate to genre type, develop a draft from prewriting by: categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will develop a clear introductory paragraph by categorizing, organizing, and sequencing facts, details, and/or events for a text appropriate for audience and purpose.</li> <li>The student will develop clear supporting paragraphs by categorizing, organizing, and sequencing facts, details, and/or events for a text appropriate for audience and purpose.</li> <li>The student will develop a clear concluding paragraph by categorizing, organizing, and sequencing facts, details, and/or events for a text appropriate for audience and purpose.</li> <li>The student will include facts, details, and/or events from sources when appropriate for a text appropriate for audience and purpose.</li> <li>The student will apply an organizational structure when developing a draft for a text appropriate for audience and purpose.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Performance Event
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Locally assessed—This standard is an important part of the writing process and should be assessed at the classroom level.</li> <li>Instructional Implication: Drafting expectations apply to all genres of writing.</li> </ul>		<p><b><u>Sample Stems</u></b></p> <p><b><u>Classroom</u></b></p> <ul style="list-style-type: none"> <li>Which paragraph has all the components of a good introductory paragraph?</li> <li>Which paragraph would be the best introductory paragraph for the essay?</li> <li>Read the ____ about _____. Which sentence makes the best concluding statement?</li> <li>Read the conclusion about _____. Select the best choice for the final sentence.</li> <li>Choose the best introductory paragraph for the opinion text.</li> <li>What is the best way for ____ to communicate a message about ____?</li> <li>Choose the best concluding paragraph to complete the text.</li> </ul>

Grade 5 English Language Arts: Priority Standard		5.W.1.B.d
<b>1 B MLS d</b>	<p><b>Apply a writing process to develop a text for audience and purpose.</b></p> <p><b>Draft</b></p> <p>Appropriate to genre type, develop a draft from prewriting by: restating the overall main idea in the concluding statement</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will restate the overall main idea in the concluding statement for a text appropriate for audience and purpose.</p>		<b><u>DOK Ceiling – 2</u></b>
		<b><u>Item Format</u></b> Performance Event
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Locally assessed—This standard is an important part of the writing process and should be assessed at the classroom level.</li> <li>Instructional Implication: Drafting expectations apply to all genres of writing.</li> </ul>		<p><b><u>Sample Stems</u></b></p> <p><b><u>Classroom</u></b></p> <ul style="list-style-type: none"> <li>Here is the topic sentence for a student’s essay. Help this student rewrite it for the concluding statement of the essay.</li> <li>Here is the topic sentence for an essay. Which of the following would be a good conclusion?</li> </ul>

Grade 5 English Language Arts: Priority Standard		5.W.1.B.e
<b>1 B MLS e</b>	<p><b>Apply a writing process to develop a text for audience and purpose.</b></p> <p><b>Draft</b></p> <p>Appropriate to genre type, develop a draft from prewriting by: addressing an appropriate audience, organization, and purpose</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will address an appropriate audience when developing a draft for a text.</li> <li>The student will address an appropriate organization when developing a draft for a text.</li> <li>The student will address an appropriate purpose when developing a draft for a text.</li> </ul>		<b><u>DOK Ceiling – 2</u></b>
		<p><b><u>Item Format</u></b></p> <p>Performance Event</p>
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Locally assessed—This standard is an important part of the writing process and should be assessed at the classroom level.</li> <li>Instructional Implication: Drafting expectations apply to all genres of writing.</li> </ul>		<p><b><u>Sample Stems</u></b></p> <p><b><u>Classroom</u></b></p> <ul style="list-style-type: none"> <li>Who is your audience?</li> <li>What organization did you use?</li> <li>What is your purpose for your writing?</li> <li>In this essay, who is the audience? What is the organization? What is its purpose?</li> </ul>

Grade 5 English Language Arts: Priority Standard		5.W.1.C.a
<b>1</b> <b>C</b> <b>MLS</b> <b>a</b>	<b>Apply a writing process to develop a text for audience and purpose.</b> <b>Revise/Edit</b> Reread, revise, and edit drafts with assistance to: develop and strengthen writing by revising main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice	
<b>Expectation Unwrapped</b> <ul style="list-style-type: none"> <li>The student will develop writing appropriate for audience and purpose by revising the following: <ul style="list-style-type: none"> <li>main idea</li> <li>sequence (ideas)</li> <li>focus</li> <li>organizational structure</li> <li>details/facts (from multiple sources, when appropriate)</li> <li>word choice (related to the topic)</li> <li>sentence structure</li> <li>transitions</li> <li>audience and purpose</li> <li>voice</li> </ul> </li> <li>The student will strengthen writing appropriate for audience and purpose by revising the following: <ul style="list-style-type: none"> <li>main idea</li> <li>sequence (ideas)</li> <li>focus</li> <li>organizational structure</li> <li>details/facts (from multiple sources, when appropriate)</li> <li>word choice (related to the topic)</li> <li>sentence structure</li> <li>transitions</li> <li>audience and purpose</li> <li>voice</li> </ul> </li> </ul>		<b>DOK Ceiling – 2</b> <b>Item Format</b> Selected Response, Constructed Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i> <b>Text Types</b> <b>Content Limits/Assessment Boundaries</b> <ul style="list-style-type: none"> <li>Items must assess revising (adding/removing/changing) within context of <i>more than one</i> sentence. Simple identification of correctly or incorrectly written text does <i>not</i> assess revising</li> <li>Note about organizational structure: The progression of revision moves from beginning/middle/end in grades 3 and 4 to organizational structure in grade 5.</li> </ul>
<b>Sample Stems</b> <ul style="list-style-type: none"> <li>After reading the paragraph/text, choose the best sentence to introduce the topic.</li> <li>A student wrote a paragraph to explain the student's opinion about _____. However, the student did not provide reasoning. Choose the sentence that provides the best reasoning to support the opinion.</li> <li>The paragraph below describes _____. Choose the best words/sentence to strengthen the meaning/purpose of the topic sentence.</li> <li>Read the paragraph/text. Choose the sentence that best supports the opinion in the informative/explanatory text and addresses the appropriate audience.</li> <li>Read the story/text. Choose the best beginning/middle/ending/concluding paragraph to complete the story/text.</li> <li>Read the paragraph from a student's narrative. [PARAGRAPH] The student has written sentences for the next paragraph. Drag the sentences into the table in the correct order to create an organized paragraph.</li> <li>After reading the passage/text, choose the best topic sentence that includes simple facts/definitions/explanations.</li> <li>Choose the topic sentence that includes details and addresses the appropriate audience for the text/passage you read.</li> <li>Read the sentences below. Choose the sentence that best relates to the passage/text and adds to the meaning.</li> </ul>		<b>Sample Stems</b> <ul style="list-style-type: none"> <li>After reading the paragraph/text, choose the best concluding paragraph for the informative/explanatory text.</li> <li>After reading the paragraph/text, choose the best sentence of dialogue to add meaning to the text.</li> <li>Read the paragraph. Which sentences should be removed because they do not support the main idea of the paragraph?</li> <li>Read the email to a state representative. Which sentence should be removed because it is not appropriate for the audience and purpose of the email?</li> <li>Which change to the underlined sentence best shows the main idea of the paragraph?</li> <li>Read a student's paragraph about _____. The student wants to add more information to the paragraph to support the main idea. Which two details/sentences should the student add to the paragraph?</li> <li>Read the beginning of a student's narrative. The student wants to add more detail. Choose the sentence that best creates a setting/establishes a situation/introduces the character or narrator.</li> <li>Read a student's ____ about _____. Choose the sentence that uses the correct transitions to signal a change in events between paragraphs ____ and _____.</li> <li>Choose/move the correct transition sentence to connect the ideas/categories of information in the informative/explanatory text.</li> </ul>

Grade 5 English Language Arts: Priority Standard		5.W.1.C.b
<b>1</b> <b>C</b> <b>MLS</b> <b>b</b>	<p><b>Apply a writing process to develop a text for audience and purpose.</b></p> <p><b>Revise/Edit</b></p> <p>Reread, revise, and edit drafts with assistance to: edit for language conventions</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will edit for language conventions in drafts for a text appropriate for audience and purpose.</p>		<b><u>DOK Ceiling – 2</u></b>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i></p>
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Refer to the Language standards.</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Correct the grammatical errors in the paragraph.</li> <li>Correct the punctuation errors in the paragraph.</li> </ul>

Grade 5 English Language Arts: Priority Standard		5.W.2.A.a
<b>2</b> <b>A</b> <b>MLS</b> <b>a</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Opinion/Argumentative</b></p> <p>Write opinion texts that:</p> <p>introduce a topic or text being studied, using an introductory paragraph that clearly supports the writer's purpose</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will introduce a topic, using an introductory paragraph that clearly supports the writer's purpose, in an opinion text appropriate for audience and purpose.</p>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Writing Prompt
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>This standard can be assessed using the state and/or district scoring guide.  <a href="https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-opinion-grade-3-5.pdf">https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-opinion-grade-3-5.pdf</a> </li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Write an opinion essay for your teacher that states your opinion about ____ and explains why. Be sure to use details and reasons from the passage to support your opinion.</li> <li>After reading articles about ____, write an opinion essay to convince ____ to _____. Use relevant evidence and reasons to support your opinion.</li> </ul> <p><b><u>Classroom</u></b></p> <ul style="list-style-type: none"> <li>Write an introductory paragraph for this/your opinion essay.</li> <li>Choose the best introductory paragraph for this essay.</li> </ul>

Grade 5 English Language Arts: Priority Standard		5.W.2.A.b
<b>2</b> <b>A</b> <b>MLS</b> <b>b</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Opinion/Argumentative</b></p> <p>Write opinion texts that:</p> <p>state an opinion or establish a position and provide relevant reasons for the opinion supported by multiple facts and details</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will state an opinion or establish a position for a text appropriate for audience and purpose.</li> <li>The student will provide relevant reasons for the opinion or position, supported by multiple facts and details, for a text appropriate for audience and purpose.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Writing Prompt
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>The topic should be grade-level appropriate.</li> <li>The student should be presented factual stimulus material that provides background information on the topic. Example from MLS document: Write an opinion essay to convince your parents whether they should vote for your school to buy vending machines for the school lunchroom. Use relevant evidence and reasons to support your opinion.</li> <li>This standard can be assessed using the state and/or district scoring guide. <a href="https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-opinion-grade-3-5.pdf">https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-opinion-grade-3-5.pdf</a></li> </ul>		<p><b><u>Sample Stems</u></b></p> <p><b><u>Classroom</u></b></p> <ul style="list-style-type: none"> <li>Which reasons best support ____ and why?</li> </ul>

Grade 5 English Language Arts: Priority Standard		5.W.2.A.c
<b>2</b> <b>A</b> <b>MLS</b> <b>c</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Opinion/Argumentative</b></p> <p>Write opinion texts that:</p> <p>use specific and accurate words that are related to the topic, audience, and purpose</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will use specific and accurate words that are related to the topic in an opinion text.</li> <li>The student will use specific and accurate words that are related to the audience in an opinion text.</li> <li>The student will use specific and accurate words that are related to the purpose of an opinion text.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Writing Prompt
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>The writing prompt should state the topic, audience, and purpose.</li> <li>This standard can be assessed using the state and/or district scoring guide.  <a href="https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-opinion-grade-3-5.pdf">https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-opinion-grade-3-5.pdf</a> </li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>After reading the two different views on ____, write an opinion essay to convince ____ to _____. Use specific and accurate words to support your opinion.</li> </ul> <p><b><u>Classroom</u></b></p> <ul style="list-style-type: none"> <li>If you were writing about ____, which of the following words would be appropriate to use in an essay and why would you use those words?</li> <li>What words do you need to include in your writing to reach your audience and why would you choose those words?</li> </ul>



Grade 5 English Language Arts: Priority Standard		5.W.2.A.d
<b>2</b> <b>A</b> <b>MLS</b> <b>d</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Opinion/Argumentative</b></p> <p>Write opinion texts that:</p> <p>contain information using student's original language except when using direct quotation from a source</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will use original language when writing opinion texts appropriate for audience and purpose.</li> <li>The student will use direct quotes from a source in opinion writing for audience and purpose when his/her own language is not sufficient.</li> </ul>		<b><u>DOK Ceiling – 2</u></b>
		<b><u>Item Format</u></b> Writing Prompt
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Instructional Implication: Apply the skills of referencing sources taught in other genres.</li> <li>This standard can be assessed using the state and/or district scoring guide. <a href="https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-opinion-grade-3-5.pdf">https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-opinion-grade-3-5.pdf</a></li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Read the articles. Write an opinion text on _____. Be sure to think about your audience and purpose. Use information from the articles to support your opinion. Quote as appropriate.</li> </ul> <p><b><u>Classroom</u></b></p> <ul style="list-style-type: none"> <li>What quotes need to be included to reach your audience rather than just including your own language?</li> </ul>

Grade 5 English Language Arts: Priority Standard		5.W.2.A.e
<b>2</b> <b>A</b> <b>MLS</b> <b>e</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Opinion/Argumentative</b></p> <p>Write opinion texts that:</p> <p>reference the name of the author(s) or name of the source used for details or facts included in the text</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will reference the name(s) of the author(s) or name of the source used for details or facts included in the text appropriate for audience and purpose.</p>		<b><u>DOK Ceiling – 1</u></b>
		<b><u>Item Format</u></b> Writing Prompt
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Reference options:</p> <ul style="list-style-type: none"> <li>• The author said . . .</li> <li>• School uniforms prevent bullying (Jones). In source number 2 . . .</li> <li>• The assumption here is for in-text citations.</li> <li>• This standard can be assessed using the state and/or district scoring guide.  <a href="https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-opinion-grade-3-5.pdf">https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-opinion-grade-3-5.pdf</a> </li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>• Read two passages about _____. Write an essay that gives your opinion about _____. Be sure to use information from the passages in your piece and give reference to the source.</li> </ul> <p><b><u>Classroom</u></b></p> <ul style="list-style-type: none"> <li>• What facts, quotes, dialogues, and details need to be referenced to the author and why?</li> </ul>

Grade 5 English Language Arts: Priority Standard		5.W.2.A.f
<b>2</b> <b>A</b> <b>MLS</b> <b>f</b>	<p>Compose well-developed writing texts for audience and purpose.</p> <p><b>Opinion/Argumentative</b></p> <p>Write opinion texts that:</p> <p>use transitions to connect opinion and reason</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will use transitions to connect opinion and reason in a text appropriate for audience and purpose.</p>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Writing Prompt
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>• Transitions: e.g., consequently, specifically, therefore, for this reason</li> <li>• This standard can be assessed using the state and/or district scoring guide.  <a href="https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-opinion-grade-3-5.pdf">https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-opinion-grade-3-5.pdf</a> </li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>• Read two passages about _____. Write an essay that gives your opinion about _____. Be sure to use information from the passages in your piece and use appropriate transitions.</li> </ul> <p><b><u>Classroom</u></b></p> <ul style="list-style-type: none"> <li>• What transitions need to be included in your opinion piece and why?</li> </ul>

Grade 5 English Language Arts: Priority Standard		5.W.2.A.g
<b>2</b> <b>A</b> <b>MLS</b> <b>g</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Opinion/Argumentative</b></p> <p>Write opinion texts that:</p> <p>organize the supporting details/reasons into introductory, supporting, and concluding paragraphs</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will organize the supporting details/reasons into an introductory paragraph in opinion texts appropriate for audience and purpose.</li> <li>The student will organize the supporting details/reasons into supporting paragraphs in opinion texts appropriate for audience and purpose.</li> <li>The student will organize the supporting details/reasons into a concluding paragraph in opinion texts appropriate for audience and purpose.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Writing Prompt
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>This standard can be assessed using the state and/or district scoring guide.  <a href="https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-opinion-grade-3-5.pdf">https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-opinion-grade-3-5.pdf</a> </li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Read two passages about _____. Write an essay that gives your opinion about _____. Be sure to use information from the passages in your piece. Make sure you have an introduction, body, and conclusion.</li> </ul> <p><b><u>Classroom</u></b></p> <ul style="list-style-type: none"> <li>Which is the best organization for this opinion piece and why?</li> </ul>

Grade 5 English Language Arts: Priority Standard		5.W.2.B.a
<b>2</b> <b>B</b> <b>MLS</b> <b>a</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Informative/Explanatory</b></p> <p>Write informative/explanatory texts that:</p> <p>introduce a topic using a topic sentence in an introductory paragraph</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will introduce a topic, using a topic sentence, in an introductory paragraph of an informative/explanatory text appropriate for audience and purpose.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Writing Prompt
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>This standard can be assessed using the state and/or district scoring guide.  <a href="https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-informational-explanatory-grades-3-8.pdf">https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-informational-explanatory-grades-3-8.pdf</a> </li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Write an informative essay for your teacher that ____ and explains how/why _____. Be sure to include details and examples from the passage to support your ideas.</li> <li>Write an informative essay for someone who _____. Describe _____ for this person. Be sure to include details and examples from the passage to support your ideas.</li> </ul> <p><b><u>Classroom</u></b></p> <ul style="list-style-type: none"> <li>Write an introductory paragraph for this/your informative essay.</li> <li>Choose the best introductory paragraph for this essay.</li> </ul>

Grade 5 English Language Arts: Priority Standard		5.W.2.B.b
<b>2</b> <b>B</b> <b>MLS</b> <b>b</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Informative/Explanatory</b></p> <p>Write informative/explanatory texts that: develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will develop the topic into supporting paragraphs from sources in informative/explanatory texts appropriate for audience and purpose.</li> <li>The student will use topic sentences with facts, details, examples, and quotations in informative/explanatory texts appropriate for audience and purpose.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Writing Prompt
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Sources: e.g., speakers, books, newspapers, digital media</li> <li>Example from MLS document: Use notes from print and digital sources to create a research project/report (e.g., causes and effects of the Civil War).</li> <li>This standard can be assessed using the state and/or district scoring guide. <a href="https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-informational-explanatory-grades-3-8.pdf">https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-informational-explanatory-grades-3-8.pdf</a></li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>After reading articles about ____, write an informational essay. Use relevant facts, details, examples, and quotes in your essay.</li> </ul> <p><b><u>Classroom</u></b></p> <ul style="list-style-type: none"> <li>Which facts, details, examples, and quotes best support an informational article about ____ and why?</li> </ul>

Grade 5 English Language Arts: Priority Standard		5.W.2.B.c	
2 B MLS c	Compose well-developed writing texts for audience and purpose.  Informative/Explanatory  Write informative/explanatory texts that:  use an organizational format that suits the topic		
The student will use an organizational format that suits the topic in informative/explanatory texts appropriate for audience and purpose.		<u>DOK Ceiling – 3</u>	
		<u>Item Format</u> Writing Prompt	
		<u>Text Types</u>	
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"><li>Organizational format: e.g., order of importance, time and space, cause and effect, compare and contrast.</li><li>This standard can be assessed using the state and/or district scoring guide. <a href="https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-informational-explanatory-grades-3-8.pdf">https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-informational-explanatory-grades-3-8.pdf</a></li></ul>		<u>Sample Stems</u> <ul style="list-style-type: none"><li>Read two passages about _____. Write an informative/explanatory essay about _____. Be sure to use information from the passages in your piece. Make sure you use an appropriate organizational structure in your essay.</li></ul> <u>Classroom</u> <ul style="list-style-type: none"><li>Which is the best organizational structure for a piece on _____ and why?</li></ul>	

Grade 5 English Language Arts: Priority Standard		5.W.2.B.d
<b>2</b> <b>B</b> <b>MLS</b> <b>d</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Informative/Explanatory</b></p> <p>Write informative/explanatory texts that: use specific, relevant, and accurate words that are suited to the topic, audience, and purpose</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will use specific, relevant, and accurate words that are suited to the topic in informative/explanatory texts.</li> <li>The student will use specific, relevant, and accurate words that are suited to the audience in informative/explanatory texts.</li> <li>The student will use specific, relevant, and accurate words that are suited to the purpose in informative/explanatory texts.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Writing Prompt
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li><i>This standard can be assessed using the state and/or district scoring guide.</i> <a href="https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-informational-explanatory-grades-3-8.pdf">https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-informational-explanatory-grades-3-8.pdf</a></li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>After reading the two sources on ____, write an informational essay to inform about _____. Use specific and accurate words to support your opinion.</li> </ul> <p><b><u>Classroom</u></b></p> <ul style="list-style-type: none"> <li>If you were writing about ____, which of the following words would be appropriate to use in an essay and why would you use those words?</li> <li>What words do you need to include in your writing to reach your audience and why would you choose those words?</li> </ul>



Grade 5 English Language Arts: Priority Standard		5.W.2.B.e
<b>2</b> <b>B</b> <b>MLS</b> <b>e</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Informative/Explanatory</b></p> <p>Write informative/explanatory texts that:</p> <p>contain information using student's original language except when using direct quotations from a source</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will use original language when writing informational texts appropriate for audience and purpose.</li> <li>The student will use direct quotes from a source in informational writing for audience and purpose when their own language is not sufficient.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Writing Prompt
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Instructional Implication: Apply the skills of referencing sources taught in other genres.</li> <li>This standard can be assessed using the state and/or district scoring guide. <a href="https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-informational-explanatory-grades-3-8.pdf">https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-informational-explanatory-grades-3-8.pdf</a></li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Read the articles. Write an informational essay on _____. Be sure to think about your audience and purpose. Use information from the articles to support your purpose. Quote as appropriate.</li> </ul> <p><b><u>Classroom</u></b></p> <ul style="list-style-type: none"> <li>What quotes need to be included to reach your audience rather than just including your own language?</li> </ul>

Grade 5 English Language Arts: Priority Standard		5.W.2.B.f
<b>2</b> <b>B</b> <b>MLS</b> <b>f</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Informative/Explanatory</b></p> <p>Write informative/explanatory texts that:</p> <p>use transition words to connect ideas within and across categories of information</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will use transition words to connect ideas within and across categories of information in informative/explanatory texts appropriate for audience and purpose.</p>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Writing Prompt
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>• Transitions: e.g., consequently, specifically, therefore, for this reason</li> <li>• This standard can be assessed using the state and/or district scoring guide. <a href="https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-informational-explanatory-grades-3-8.pdf">https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-informational-explanatory-grades-3-8.pdf</a></li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>• Read two passages about _____. Write an informational essay about _____. Be sure to use information from the passages in your piece and use appropriate transitions.</li> </ul> <p><b><u>Classroom</u></b></p> <ul style="list-style-type: none"> <li>• What transitions need to be included in your piece and why?</li> </ul>

Grade 5 English Language Arts: Priority Standard		5.W.2.B.g
<b>2</b> <b>B</b> <b>MLS</b> <b>g</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Informative/Explanatory</b></p> <p>Write informative/explanatory texts that: use text structures when useful</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will use text structures when useful in informative/explanatory texts appropriate for audience and purpose.</p>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Writing Prompt
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>• Instructional Implication: text structures means “text features” (e.g., headings and bold type).</li> <li>• This standard can be assessed using the state and/or district scoring guide. <a href="https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-informational-explanatory-grades-3-8.pdf">https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-informational-explanatory-grades-3-8.pdf</a></li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>• Read two passages about _____. Write an informational essay about _____. Be sure to use information from the passages in your piece and use text features as appropriate.</li> </ul> <p><b><u>Classroom</u></b></p> <ul style="list-style-type: none"> <li>• Which text features would better help the reader understand an essay on _____ and why?</li> <li>• What are text features and why are they used?</li> </ul>

Grade 5 English Language Arts: Priority Standard		5.W.2.B.h
<b>2</b> <b>B</b> <b>MLS</b> <b>h</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Informative/Explanatory</b></p> <p>Write informative/explanatory texts that: create a concluding paragraph related to the information</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will create a concluding paragraph related to the information in informative/explanatory texts appropriate for audience and purpose.</p>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Writing Prompt
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>This standard can be assessed using the state and/or district scoring guide. <a href="https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-informational-explanatory-grades-3-8.pdf">https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-informational-explanatory-grades-3-8.pdf</a></li> </ul>		<p><b><u>Sample Stems</u></b></p> <p><b><u>Classroom</u></b></p> <ul style="list-style-type: none"> <li>Which would be the best concluding paragraph for this essay?</li> <li>Write a concluding paragraph for this/your essay.</li> <li>What do you need to have in a concluding paragraph? Why?</li> </ul>

Grade 5 English Language Arts: Priority Standard		5.W.2.C.a
<b>2</b> <b>C</b> <b>MLS</b> <b>a</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Narrative/Literary</b></p> <p>Write fiction or non-fiction narratives and poems that: establish a setting and situation/topic and introduce a narrator and/or characters</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will establish a setting in fiction or nonfiction narratives and poems appropriate for audience and purpose.</li> <li>The student will establish a situation/topic in fiction or nonfiction narratives and poems appropriate for audience and purpose.</li> <li>The student will introduce a narrator and/or characters in fiction or nonfiction narratives and poems appropriate for audience and purpose.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Writing Prompt
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Nonfiction narratives and poems: e.g. scripts, fables, song, memoir, science fiction, limerick, haiku, epitaph</li> <li>This standard can be assessed using the state and/or district scoring guide <a href="https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-narrative-grade-3-8.pdf">https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-narrative-grade-3-8.pdf</a></li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Write a narrative for your teacher about/that _____. Be sure to use narrative elements, such as description, sensory details, and dialogue. Use details from the passage in your narrative</li> </ul> <p><b><u>Classroom</u></b></p> <ul style="list-style-type: none"> <li>Which would be the best setting for a story about _____?</li> <li>Fill out a graphic organizer to plan your narrative essay.</li> <li>What are the elements of narrative writing?</li> </ul>

Grade 5 English Language Arts: Priority Standard		5.W.2.C.b
<b>2</b> <b>C</b> <b>MLS</b> <b>b</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Narrative/Literary</b></p> <p>Write fiction or non-fiction narratives and poems that: use narrative techniques, such as dialogue, motivation, and descriptions</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will use the narrative technique of dialogue for audience and purpose in fiction or nonfiction narratives and poems.</li> <li>The student will use the narrative technique of motivation for audience and purpose in fiction or nonfiction narratives and poems.</li> <li>The student will use the narrative technique of description for audience and purpose in fiction or nonfiction narratives and poems.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Writing Prompt
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Motivation: e.g., thoughts and feelings</li> <li>This standard can be assessed using the state and/or district scoring guide. <a href="https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-narrative-grade-3-8.pdf">https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-narrative-grade-3-8.pdf</a></li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Write a narrative essay about _____. Use dialogue and description that is appropriate for your audience and purpose.</li> </ul> <p><b><u>Classroom</u></b></p> <ul style="list-style-type: none"> <li>What are some purposes for narrative writing?</li> <li>How do writers use dialogue?</li> <li>How do you write dialogue?</li> </ul>

Grade 5 English Language Arts: Priority Standard		5.W.2.C.c
<b>2</b> <b>C</b> <b>MLS</b> <b>c</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Narrative/Literary</b></p> <p>Write fiction or non-fiction narratives and poems that:</p> <p>organize an event sequence that unfolds naturally to establish a beginning/middle/end</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will organize an event sequence that unfolds naturally for audience and purpose in fiction or nonfiction narratives and poems.</li> <li>The student will establish a beginning for audience and purpose in fiction or nonfiction narratives and poems.</li> <li>The student will establish a middle for audience and purpose in fiction or nonfiction narratives and poems.</li> <li>The student will establish an end for audience and purpose in fiction or nonfiction narratives and poems.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Writing Prompt
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>This standard can be assessed using the state and/or district scoring guide.  <a href="https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-narrative-grade-3-8.pdf">https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-narrative-grade-3-8.pdf</a> </li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>After reading the articles, write a narrative essay about _____. Make sure it has a beginning, middle, and end.</li> </ul> <p><b><u>Classroom</u></b></p> <ul style="list-style-type: none"> <li>Read the following paragraphs. What would be the best order to put them in so that you have a beginning, middle, and end?</li> </ul>

Grade 5 English Language Arts: Priority Standard		5.W.2.C.d
<b>2</b> <b>C</b> <b>MLS</b> <b>d</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Narrative/Literary</b></p> <p>Write fiction or non-fiction narratives and poems that: use a variety of transitions to manage the sequence of events</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will use a variety of transitions to manage the sequence of events appropriate for audience and purpose in fiction or nonfiction narratives and poems.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Writing Prompt
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Transitions: e.g., however, although it was raining, nevertheless, similarly, moreover, in addition, all of a sudden, earlier</li> <li>This standard can be assessed using the state and/or district scoring guide <a href="https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-narrative-grade-3-8.pdf">https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-narrative-grade-3-8.pdf</a></li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>After reading the articles, write a narrative essay about _____. Make sure it has appropriate transitions.</li> </ul> <p><b><u>Classroom</u></b></p> <ul style="list-style-type: none"> <li>What transitions need to be included in a narrative?</li> <li>How do you show sequencing of events in a written piece?</li> </ul>



Grade 5 English Language Arts: Priority Standard		5.W.2.C.e
2 C MLS e	Compose well-developed writing texts for audience and purpose.	
	Narrative/Literary	
	Write fiction or non-fiction narratives and poems that:	
	use specific, relevant, and accurate words that are suited to the topic, audience, and purpose	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling – 3</u></b>
<ul style="list-style-type: none"> <li>The student will use specific, relevant, and accurate words that are suited to the topic in fiction or nonfiction narratives and poems.</li> <li>The student will use specific, relevant, and accurate words that are suited to the audience in fiction or nonfiction narratives and poems.</li> <li>The student will use specific, relevant, and accurate words that are suited to the purpose in fiction or nonfiction narratives and poems.</li> </ul>		<b><u>Item Format</u></b>
		Writing Prompt
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<ul style="list-style-type: none"> <li>Suitable words: e.g., figurative language, sensory details, domain-specific words</li> <li><i>This standard can be assessed using the state and/or district scoring guide</i>  <a href="https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-narrative-grade-3-8.pdf">https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-narrative-grade-3-8.pdf</a> </li> </ul>		<ul style="list-style-type: none"> <li>After reading the two sources on ____, write a fiction or nonfiction narrative essay to inform. Use specific and accurate words to support your opinion.</li> </ul>
		<b><u>Classroom</u></b>
		<ul style="list-style-type: none"> <li>If you were to write about ____, what words would be appropriate to use in your essay? Why?</li> </ul>

Grade 5 English Language Arts: Priority Standard		5.W.3.A.d
<b>3</b> <b>A</b> <b>MLS</b> <b>d</b>	<b>Gather, analyze, evaluate, and use information from a variety of sources.</b>  <b>Research Process</b> Apply research process to: select relevant resources, literary and informational	
<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"> <li>The student will select relevant literary resources for research from which to gather, analyze, evaluate, and use information.</li> <li>The student will select relevant informational resources for research from which to gather, analyze, evaluate, and use information.</li> </ul>		<b><u>DOK Ceiling – 2</u></b>
		<b><u>Item Format</u></b> Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i>
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>A student is writing a report on _____. Which is the best resource to use for researching the topic?</li> <li>A student has started an informational essay about _____. Read the student's draft. [DRAFT] Which source would have the most useful/relevant information for the essay?</li> <li>A student made a plan for a research report. Read the plan. [RESEARCH REPORT PLAN] Which two sources would have the best information for the student's report?</li> <li>A student is writing a research report about _____. Read the source the student found. [SOURCE] The student needs to find more facts about the information in the source. Which resource would most likely have relevant facts for the student's report?</li> </ul>

Grade 5 English Language Arts: Priority Standard		5.W.3.A.g	
3 A MLS g	Gather, analyze, evaluate, and use information from a variety of sources.		
	Research Process		
	Apply research process to:		
	differentiate between paraphrasing and plagiarism when using ideas of others		
<u>Expectation Unwrapped</u>  The student will differentiate between paraphrasing and plagiarism when using ideas of others during research.		<u>DOK Ceiling – 2</u>	
		<u>Item Format</u>  Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i>	
		<u>Text Types</u>	
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>  • A student is writing a paragraph about ____. Read the source the student found. [SOURCE] The student wrote a paragraph based on the source. Choose the sentence that plagiarizes the source. <u>Classroom</u> • Reread your essay, looking for places you have plagiarized.	

# Language

Grade 5 English Language Arts: Priority Standard		5.L.1.A.a
<b>1</b> <b>A</b> <b>MLS</b> <b>a</b>	<p><b>Communicate using conventions of English language.</b></p> <p><b>Grammar</b></p> <p>In speech and written form, apply standard English grammar to: explain and use the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will explain the eight parts of speech in speech and written form: <ul style="list-style-type: none"> <li>noun</li> <li>pronoun</li> <li>verb</li> <li>adjective</li> <li>adverb</li> <li>preposition</li> <li>conjunction</li> <li>interjection</li> </ul> </li> <li>The student will use the eight parts of speech in speech and written form according to English language conventions.</li> </ul>		<b><u>DOK Ceiling – 1</u></b>
		<b><u>Item Format</u></b> Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i>
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Language items are best assessed by embedding into context.</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Choose the best adjective to complete the sentence.</li> <li>Where is the best place to add the adverb ____ in the sentences?</li> <li>How is the word ____ used in the sentence? <ul style="list-style-type: none"> <li>a. as a noun to give the subject of the sentence</li> <li>b. as a verb to . . .</li> </ul> </li> <li>Choose the verb or verb phrase that correctly replaces ____.</li> <li>Read the sentences. Complete the sentences by choosing the correct adverb from each drop-down menu.</li> </ul>

Grade 5 English Language Arts: Priority Standard		5.L.1.A.e
<b>1</b> <b>B</b> <b>MLS</b> <b>e</b>	<p><b>Communicate using conventions of English language.</b></p> <p><b>Grammar</b></p> <p>In speech and written form, apply standard English grammar to: produce a variety of complex sentences in writing</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will produce a variety of complex sentences <i>in writing</i> according to English language conventions.</p>		<b><u>DOK Ceiling – 1</u></b>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i></p>
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>• Sentence varieties: e.g., interrogative, exclamatory, declarative, imperative</li> <li>• This standard should be assessed through writing.</li> <li>• Language items are best assessed embedded into context.</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>• What is the best way to combine the sentences?</li> <li>• Write a paragraph/essay about ____ using a variety of complex sentences</li> </ul> <p><b><u>Classroom</u></b></p> <ul style="list-style-type: none"> <li>• Highlight complex sentences in your writing.</li> <li>• Why should writers use complex sentences in their writing?</li> </ul>

Grade 5 English Language Arts: Priority Standard		5.L.1.B.c
<b>1</b> <b>B</b> <b>MLS</b> <b>c</b>	<p><b>Communicate using conventions of English language.</b></p> <p><b>Punctuation, Capitalization, Spelling</b></p> <p>In written text: use a comma to separate an introductory clause in a complex sentence</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will use a comma to separate an introductory clause in a complex sentence according to English language conventions.</p>		<b><u>DOK Ceiling – 1</u></b>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i></p>
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>• Introductory clause: e.g., When I am thirsty, I go get a drink.</li> <li>• Language items are best assessed embedded into context.</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>• Read the paragraph. [PARAGRAPH WITH NUMBERED SENTENCES] Which revision is needed to correct the error in the paragraph?</li> <li>• Drag the comma to the place it is needed in the sentence.</li> </ul> <p><b><u>Classroom</u></b></p> <ul style="list-style-type: none"> <li>• Why is it important to put a comma after an introductory clause?</li> </ul>

Grade 5 English Language Arts: Priority Standard		5.L.1.B.h
<b>1</b> <b>B</b> <b>MLS</b> <b>h</b>	<p><b>Communicate using conventions of English language.</b></p> <p><b>Punctuation, Capitalization, Spelling</b></p> <p>In written text: use apostrophes in singular nouns to show possession</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will write apostrophes in singular nouns to show possession according to English language conventions.</p>		<b><u>DOK Ceiling – 1</u></b>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i></p>
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Singular nouns: e.g., one book’s cover, a peanut’s shell</li> <li>Instructional Implication: Teach this standard in conjunction with 5.L.1.B.i.</li> <li>Language items are best assessed embedded into context.</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Use the drop-down menus to choose the correct words to complete the sentences.</li> <li>Read the paragraph. Choose the underlined words that need an apostrophe added to show possession.</li> </ul> <p><b><u>Classroom</u></b></p> <ul style="list-style-type: none"> <li>How do we show possession of singular nouns?</li> <li>Why do we use apostrophes in singular possession?</li> <li>Identify possessive nouns in your own writing.</li> </ul>

Grade 5 English Language Arts: Priority Standard		5.L.1.B.i
<b>1</b> <b>B</b> <b>MLS</b> <b>i</b>	<p><b>Communicate using conventions of English language.</b></p> <p><b>Punctuation, Capitalization, Spelling</b></p> <p>In written text: write apostrophes in regular plural nouns to show possession</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will write apostrophes in regular plural nouns to show possession according to English language conventions.</p>		<b><u>DOK Ceiling – 1</u></b>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i></p>
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Plural nouns: e.g., two dogs’ toys</li> <li>Instructional Implication: Teach this standard in conjunction with 5.L.1.B.h.</li> <li>Language items are best assessed embedded into context.</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Choose the word from each drop-down menu that correctly completes the sentences.</li> <li>Read the paragraph. Which underlined words need an apostrophe added to show possession?</li> </ul> <p><b><u>Classroom</u></b></p> <ul style="list-style-type: none"> <li>How do we show possession of regular plural nouns?</li> <li>Why do we use an apostrophe to show possession of regular plural nouns?</li> <li>Identify possessive plural nouns in your writing.</li> </ul>



# Speaking/Listening

Grade 5 English Language Arts: Priority Standard		5.SL.1.A.b
1 A MLS b	<p><b>Listen for a purpose.</b></p> <p><b>Purpose</b></p> <p>Develop and apply effective listening skills and strategies in formal and informal settings by: posing and responding to specific questions to clarify or following up on information and making comments that contribute to the discussion to link to the remarks of others</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will pose specific questions to clarify or follow up on information in formal and informal settings.</li> <li>The student will respond to specific questions to clarify or follow up on information in formal and informal settings.</li> <li>The student will make comments that will contribute to the discussion to link to the remarks of others in formal and informal settings.</li> </ul>		<p><b><u>DOK Ceiling – 3</u></b></p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p>Audio clip: e.g., nonfiction, fable, poetry</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Which question would best help the listener better understand ____ in the presentation?</li> <li>Which question would best start a discussion about ____?</li> <li>During a class discussion about the presentation, a student said, “ ____ ” Which question would best connect with the student’s statement?</li> <li>After listening to the presentation, a class is discussing _____. Which two questions would stay on topic and be appropriate to ask?</li> <li>A class discussion is being held about _____. Explain how you would agree or disagree with a peer.</li> <li>Which question is answered in the presentation?</li> <li>Which detail from the presentation best shows that ____?</li> <li>Based on the presentation, what/why ____?</li> <li>What happens at the beginning of the presentation?</li> <li>Move each trait into the chart to show whether it describes [CHARACTER] or [CHARACTER] in the presentation.</li> <li>Move each ____ into the box next to the ____ it matches.</li> </ul>

Grade 5 English Language Arts: Priority Standard		5.SL.1.A.d
<b>1</b> <b>A</b> <b>MLS</b> <b>d</b>	<p><b>Listen for a purpose.</b></p> <p><b>Purpose</b></p> <p>Develop and apply effective listening skills and strategies in formal and informal settings by: listening for speaker’s message and summarizing main points based on evidence</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will listen for a speaker’s message in formal and informal settings.</li> <li>The student will summarize the main points from a speaker’s message based on evidence in formal and informal settings.</li> </ul>		<p><b><u>DOK Ceiling – 3</u></b></p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p>Audio clip: e.g., nonfiction, fable, poetry</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>What would be an appropriate new title for the presentation?</li> <li>Part A—Which statement best describes a main point in the presentation? Part B—Which detail from the presentation best supports the answer in part A?</li> <li>What is the speaker’s message/purpose in the presentation?</li> <li>What is the main point of the presentation?</li> <li>Which point does the speaker emphasize at the end of the presentation?</li> <li>Which detail from the presentation best supports the point that ____?</li> <li>Why does the speaker mention ____?</li> <li>Choose two details that should be included in a summary of the presentation.</li> <li>Which statement best summarizes the presentation?</li> </ul>

# Grade 5 English Language Arts Content Standards

## Reading

Grade 5 English Language Arts: Content Standard		5.R.1.A.c
<b>1</b> <b>A</b> <b>MLS</b> <b>c</b>	<p><b>Develop and apply skills to the reading process.</b></p> <p><b>Comprehension</b></p> <p>Develop and demonstrate reading skills in response to text by:</p> <p>monitoring comprehension and making corrections and adjustments when understanding breaks down</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will monitor comprehension of text.</li> <li>The student will make corrections when understanding of text breaks down.</li> <li>The student will make adjustments when understanding of text breaks down.</li> </ul>		<b><u>DOK Ceiling – 2</u></b>
		<b><u>Item Format</u></b> Performance Event
		<p><b><u>Text Types</u></b></p> <p><b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Locally assessed</li> </ul>		<b><u>Sample Stems</u></b>

Grade 5 English Language Arts: Content Standard		5.R.1.B.c
<b>1 B MLS c</b>	<b>Develop and apply skills to the reading process.</b> <b>Vocabulary</b> Develop an understanding of vocabulary by: completing analogies	
<b><u>Expectation Unwrapped</u></b> The student will complete analogies to develop an understanding of vocabulary in the text.		<b><u>DOK Ceiling – 2</u></b>
		<b><u>Item Format</u></b> Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i>
		<b><u>Text Types</u></b> <b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction <b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>Clarity on types of analogies included at each grade level</li> <li>The test needs to offer options for the construction of analogies (e.g., drag-and-drop or drop-down option).</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>Choose the best word to complete the analogy.</li> <li>Pen is to write as knife is to _____.               <ul style="list-style-type: none"> <li>a. cut</li> <li>b. marker</li> <li>c. pencil</li> <li>d. shave</li> </ul> </li> </ul>

Grade 5 English Language Arts: Content Standard		5.R.1.B.e
<b>1 B MLS e</b>	<b>Develop and apply skills to the reading process.</b> <b>Vocabulary</b> Develop an understanding of vocabulary by: identifying and using words and phrases that signal contrast, addition, and relationships	
<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"> <li>The student will identify words and phrases that signal contrast, addition, and relationships in text.</li> <li>The student will use words and phrases that signal contrast, addition, and relationships in text.</li> </ul>		<b><u>DOK Ceiling – 2</u></b>
		<b><u>Item Format</u></b> Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i>
		<b><u>Text Types</u></b> <b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  <b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>Signal words: e.g., however, although, nevertheless, similarly, moreover, in addition</li> <li>Use a passage where students choose the correct answer in context of the paragraph.</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>Choose the transition word or phrase that best completes the sentence.</li> </ul> <p>Students are excited that their school year will have fewer days next year; _____, the school day will increase by 15 minutes each day.</p> <ol style="list-style-type: none"> <li>therefore</li> <li>however</li> <li>in addition</li> <li>in like manner</li> </ol>

Grade 5 English Language Arts: Content Standard		5.R.1.B.f
<b>1 B MLS f</b>	<b>Develop and apply skills to the reading process.</b> <b>Vocabulary</b> Develop an understanding of vocabulary by: using a dictionary, a glossary, or a thesaurus (printed or electronic) to determine pronunciations, parts of speech, meanings, and alternate word choices	
<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"> <li>The student will use a dictionary to determine pronunciations, parts of speech, and meanings while reading text.</li> <li>The student will use a glossary to determine pronunciations, parts of speech, and meanings while reading text.</li> <li>The student will use a thesaurus to determine alternate word choices while reading text.</li> </ul>		<b><u>DOK Ceiling – 2</u></b>
		<b><u>Item Format</u></b> Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i>
		<b><u>Text Types</u></b> <b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  <b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>Signal words: e.g., however, although, nevertheless, similarly, moreover, in addition</li> <li>Use a passage where students choose the correct answer in context of the paragraph.</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>Which dictionary entry matches the author’s use of ____ in this sentence?</li> </ul>

Grade 5 English Language Arts: Content Standard		5.R.1.C.a
<b>1</b> <b>C</b> <b>MLS</b> <b>a</b>	<p><b>Develop and apply skills to the reading process.</b></p> <p><b>Making Connections</b></p> <p>Compare, contrast, and analyze relevant connections between: text-to-text (ideas and information in various fiction and nonfiction works, using compare and contrast)</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will compare relevant text-to-text connections within and across various works of fiction and nonfiction.</li> <li>The student will contrast relevant text-to-text connections within and across various works of fiction and nonfiction.</li> <li>The student will analyze relevant text-to-text connections within and across various works of fiction and nonfiction.</li> </ul>		<p><b><u>DOK Ceiling – 3</u></b></p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p><b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Connections should be made within and across fiction and nonfiction, fiction and fiction, or nonfiction and nonfiction.</li> <li>This standard should be assessed at all levels of DOK 1–3.</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>After reading ____ and ____, which connection can be made about ____?</li> <li>After reading ____ and ____, what is the connection between the main character and ____?</li> <li>Compare ____ and _____. Find two or three details that are alike/different.</li> </ul>

Grade 5 English Language Arts: Content Standard		5.R.1.C.b
<b>1</b> <b>C</b> <b>MLS</b> <b>b</b>	<p><b>Develop and apply skills to the reading process.</b></p> <p><b>Making Connections</b></p> <p>Compare, contrast, and analyze relevant connections between: text-to-world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame)</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will compare relevant text-to-world connections in literature reflecting a cultural and historical time frame.</li> <li>The student will contrast relevant text-to-world connections in literature reflecting a cultural and historical time frame.</li> <li>The student will analyze relevant text-to-world connections in literature reflecting a cultural and historical time frame.</li> </ul>		<p><b><u>DOK Ceiling – 3</u></b></p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p><b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Connections can be made with fiction and/or nonfiction texts.</li> <li>Students should be able to compare/contrast up to two texts looking for cultural or historical elements</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Read the passage on _____. Which connection can be made about _____ in the passage and today’s world?</li> <li>(Example passage topics: pioneer schools, music from previous decades, modes of transportation)</li> </ul>



Grade 5 English Language Arts: Content Standard		5.R.2.A.d
<b>2</b>	Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.	
<b>A</b>	Fiction	
<b>MLS</b>	Read, infer, analyze, and draw conclusions to:	
<b>d</b>	recognize foreshadowing	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling – 2</u></b>
<ul style="list-style-type: none"> <li>The student will recognize foreshadowing by inferring, drawing conclusions, and analyzing while reading fiction, poetry, and drama from a variety of cultures and times.</li> </ul>		<b><u>Item Format</u></b> Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i>
		<b><u>Text Types</u></b> <b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>Which sentence from the passage is the best example of foreshadowing to ____?</li> </ul>

Grade 5 English Language Arts: Content Standard		5.R.2.A.e
<b>2</b>	<b>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</b>	
<b>A</b>	<b>Fiction</b>	
<b>MLS</b>	Read, infer, analyze, and draw conclusions to:	
<b>e</b>	explain the effect of a historical event or movement in literature	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling – 3</u></b>
<ul style="list-style-type: none"> <li>The student will explain the effect of a historical event in literature by inferring, drawing conclusions, and analyzing while reading fiction, poetry, and drama from a variety of cultures and times.</li> <li>The student will explain the effect of a historical movement in literature by inferring, drawing conclusions, and analyzing while reading fiction, poetry, and drama from a variety of cultures and times.</li> </ul>		<b><u>Item Format</u></b> Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i>
		<b><u>Text Types</u></b> <b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>Explain how different periods of time are reflected in literature.</li> <li>How did ____ reflect the time period/historical event?</li> </ul>

Grade 5 English Language Arts: Content Standard		5.R.2.A.f
<b>2</b>	<b>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</b>	
<b>A</b>	<b>Fiction</b>	
<b>MLS</b>	Read, infer, analyze, and draw conclusions to:	
<b>f</b>	introduce origin myths and culturally significant characters/events in mythology	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling – 1</u></b>
<ul style="list-style-type: none"> <li>The student will be introduced to origin myths and culturally significant characters/events in mythology while reading fiction, poetry, and drama from a variety of cultures and times.</li> </ul>		<b><u>Item Format</u></b> Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i>
		<b><u>Text Types</u></b> <b>Literary:</b> mythology
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<ul style="list-style-type: none"> <li>Locally assessed</li> </ul>		

Grade 5 English Language Arts: Content Standard		5.R.2.A.g
<b>2</b> <b>A</b> <b>MLS</b> <b>g</b>	<p>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</p> <p><b>Fiction</b></p> <p>Read, infer, analyze, and draw conclusions to:</p> <p>introduce different forms of third-person points of view in stories</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will be introduced to different forms of third-person points of view in stories while reading text from a variety of cultures and times.</li> </ul>		<b><u>DOK Ceiling – 1</u></b>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p><b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Locally assessed</li> </ul>		<b><u>Sample Stems</u></b>

Grade 5 English Language Arts: Content Standard		5.R.2.B.a
<b>2</b>	<b>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</b>	
<b>B</b>	<b>Poetry</b>	
<b>MLS</b>	Read, infer, and draw conclusions to:	
<b>a</b>	explain how poets use sound and visual elements in poetry	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling – 2</u></b>
<ul style="list-style-type: none"> <li>The student will explain how poets use sound elements in poetry by inferring and drawing conclusions while reading text from a variety of cultures and times.</li> <li>The student will explain how poets use visual elements in poetry by inferring and drawing conclusions while reading text from a variety of cultures and times.</li> </ul>		<b><u>Item Format</u></b> Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i>
		<b><u>Text Types</u></b> <b>Literary:</b> poetry
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<ul style="list-style-type: none"> <li>Elements of poetry: e.g., rhyme scheme, couplets, unusual patterns of punctuation and capitalization, alliteration, onomatopoeia</li> </ul>		<ul style="list-style-type: none"> <li>After reading the poem, explain how the poet uses sound elements to help the reader understand the meaning of the poem.</li> <li>Identify the visual elements used in _____. Explain how the visual elements influence the reader.</li> </ul>

Grade 5 English Language Arts: Content Standard		5.R.2.B.b
<b>2</b> <b>B</b> <b>MLS</b> <b>b</b>	<p>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</p> <p><b>Poetry</b></p> <p>Read, infer, and draw conclusions to:</p> <p>identify forms of poems</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will identify forms of poetry from a variety of cultures and times.</p>		<b><u>DOK Ceiling – 1</u></b>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p><b>Literary:</b> poetry</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Forms of poems: e.g., dramatic poems with dialogue and action, narrative poem, non-fiction poem</li> <li>Other types of poetry appropriate for grade 5 may include cinquain and limerick.</li> </ul>		<b><u>Sample Stems</u></b>

Grade 5 English Language Arts: Content Standard		5.R.2.C.a												
<b>2</b>	<b>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</b> <b>Drama</b> Read, infer, and draw conclusions to: analyze the similarities between an original text and its dramatic adaptation													
<b>C</b>														
<b>MLS</b>														
<b>a</b>														
<b><u>Expectation Unwrapped</u></b> The student will analyze the similarities between an original text from a variety of cultures and times and its dramatic adaptation by inferring and drawing conclusions.		<b><u>DOK Ceiling – 3</u></b> <b><u>Item Format</u></b> Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i>												
		<b><u>Text Types</u></b> <b>Literary:</b> drama, realistic fiction, historical fiction, folktale, legend, science fiction												
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>After reading and watching the film adaptation of ____, drag the details into the correct boxes in the table.</li> </ul> <table border="1"> <tr> <td></td><td>Text</td><td>Film</td></tr> <tr> <td>Characters</td><td></td><td></td></tr> <tr> <td>Setting</td><td></td><td></td></tr> <tr> <td>Problem/Solution</td><td></td><td></td></tr> </table> <b><u>Classroom</u></b> <ul style="list-style-type: none"> <li>Write an analysis on the similarities between the original text and the film.</li> </ul>		Text	Film	Characters			Setting			Problem/Solution		
	Text	Film												
Characters														
Setting														
Problem/Solution														

Grade 5 English Language Arts: Content Standard		5.R.2.C.b
<b>2</b>	<b>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</b>	
<b>C</b>	<b>Drama</b>	
<b>MLS</b>	Read, infer, and draw conclusions to:	
<b>b</b>	explain structural elements of dramatic literature	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling – 2</u></b>
The student will explain structural elements of dramatic literature while reading text from a variety of cultures and times.		<b><u>Item Format</u></b> Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i>
		<b><u>Text Types</u></b> <b>Literary:</b> drama
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
<ul style="list-style-type: none"> <li>Structural elements examples (4.R.2.C.b): act, scene, cast of characters, stage direction</li> </ul>		<ul style="list-style-type: none"> <li>What is the purpose of [STRUCTURAL ELEMENT] in the drama?</li> <li>Which sentence from the drama describes ____? (Options are stage directions.)</li> <li>Which statement best explains why the drama is divided into three acts?</li> </ul>



Grade 5 English Language Arts: Content Standard		5.R.2.C.c
<b>2</b>	<b>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</b>	
<b>C</b>	<b>Drama</b>	
<b>MLS</b>	Read, infer, and draw conclusions to:	
<b>c</b>	evaluate the critical impact of sensory details, imagery, and figurative language	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling – 3</u></b>
<ul style="list-style-type: none"> <li>The student will evaluate the critical impact of sensory details by inferring and drawing conclusions while reading drama from a variety of cultures and times.</li> <li>The student will evaluate the critical impact of imagery by inferring and drawing conclusions while reading drama from a variety of cultures and times.</li> <li>The student will evaluate the critical impact of figurative language by inferring and drawing conclusions while reading drama from a variety of cultures and times.</li> </ul>		<b><u>Item Format</u></b> Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i>
		<b><u>Text Types</u></b> <b>Literary:</b> drama
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>Which statement best describes how the use of sensory details impacts character development in the drama?</li> </ul>

Grade 5 English Language Arts: Content Standard		5.R.3.A.b
<b>3</b> <b>A</b> <b>MLS</b> <b>b</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b></p> <p><b>Text Features</b></p> <p>Read, infer, and draw conclusions to:</p> <p>interpret details from procedural text to complete a task, solve a problem, or perform an action</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>• The student will interpret details from procedural text to complete a task by inferring and drawing conclusions.</li> <li>• The student will interpret details from procedural text to solve a problem by inferring and drawing conclusions.</li> <li>• The student will interpret details from procedural text to perform an action by inferring and drawing conclusions.</li> </ul>		<b><u>DOK Ceiling – 2</u></b>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<b><u>Content Limits/Assessment Boundaries</u></b>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>• Drag into the table the steps to making a ____ as they occur in the passage.</li> <li>• Based to the recipe in the passage, what should bakers do if they are missing the ingredient ____?</li> </ul>

Grade 5 English Language Arts: Content Standard		5.R.3.A.c
<b>3</b> <b>A</b> <b>MLS</b> <b>c</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b></p> <p><b>Text Features</b></p> <p>Read, infer, and draw conclusions to: interpret factual or quantitative information</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will interpret factual information by inferring and drawing conclusions in nonfiction text from a variety of cultures and times.</li> <li>The student will interpret quantitative information by inferring and drawing conclusions in nonfiction text from a variety of cultures and times.</li> </ul>		<p><b><u>DOK Ceiling – 2</u></b></p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Information: e.g., maps, charts, illustrations, graphs, timelines, tables, diagrams</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Use the information in the graph about ____ to choose the factual statement.</li> </ul>

Grade 5 English Language Arts: Content Standard		5.R.3.B.b
<b>3</b> <b>B</b> <b>MLS</b> <b>b</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b></p> <p><b>Literary Techniques</b></p> <p>Read, infer, and draw conclusions to: analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will analyze multiple accounts of the same event or topic by inferring and drawing conclusions in nonfiction text from a variety of cultures and times.</li> <li>The student will note important similarities and differences in the point of view (perspective) represented in multiple accounts of an event or topic by inferring and drawing conclusions in nonfiction text from a variety of cultures and times.</li> </ul>		<p><b><u>DOK Ceiling – 3</u></b></p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>After reading the two articles on ____, write a paragraph about the similarities and differences between the points of view/perspectives represented in the articles.</li> </ul>

Grade 5 English Language Arts: Content Standard		5.R.3.B.c
<b>3</b> <b>B</b> <b>MLS</b> <b>c</b>	<p>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</p> <p><b>Literary Techniques</b></p> <p>Read, infer, and draw conclusions to: verify facts through established methods</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will verify facts in nonfiction text from a variety of cultures and times.</p>		<p><b><u>DOK Ceiling – 2</u></b></p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Note: May need clarification on “established methods” for instructional implications</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>According to the text, which of the following is a factual statement?</li> <li>Part A—Which statement is a fact? Part B—Highlight the textual evidence that supports that the statement is a fact.</li> </ul>

Grade 5 English Language Arts: Content Standard		5.R.3.B.d
3  B MLS  d	Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.	
	Literary Techniques	
	Read, infer, and draw conclusions to:	
	identify the author’s viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument	
<u>Expectation Unwrapped</u> <ul style="list-style-type: none"><li>• The student will identify the author’s viewpoint or position in a persuasive argument by inferring and drawing conclusions in nonfiction text from a variety of cultures and times.</li><li>• The student will identify supporting premises and evidence for a persuasive argument by inferring and drawing conclusions in nonfiction text from a variety of cultures and times.</li><li>• The student will identify the conclusion of a persuasive argument by inferring and drawing conclusions in nonfiction text from a variety of cultures and times.</li></ul>		<u>DOK Ceiling – 2</u>
		<u>Item Format</u> Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i>
		<u>Text Types</u> <b>Informational:</b> e.g., opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u> <ul style="list-style-type: none"><li>• Note: May need clarification on “established methods” for instructional implications</li></ul>		<u>Sample Stems</u> <ul style="list-style-type: none"><li>• After reading the passage, what is the author’s viewpoint on ____?</li><li>• Identify the evidence used by the author to support the argument.</li></ul>

Grade 5 English Language Arts: Content Standard		5.R.3.B.e
<b>3</b> <b>B</b> <b>MLS</b> <b>e</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b></p> <p><b>Literary Techniques</b></p> <p>Read, infer, and draw conclusions to: recognize exaggerated, contradictory, or misleading statements</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>• The student will recognize exaggerated statements by inferring and drawing conclusions in nonfiction text from a variety of cultures and times.</li> <li>• The student will recognize contradictory statements by inferring and drawing conclusions in nonfiction text from a variety of cultures and times.</li> <li>• The student will recognize misleading statements by inferring and drawing conclusions in nonfiction text from a variety of cultures and times.</li> </ul>		<b><u>DOK Ceiling – 2</u></b>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>• Note: May need clarification on “established methods” for instructional implications</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>• Read the passage about _____. Highlight two exaggerated statements/contradictory statements/misleading statements.</li> </ul>

Grade 5 English Language Arts: Content Standard		5.R.3.B.f
<b>3</b> <b>B</b> <b>MLS</b> <b>f</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b></p> <p><b>Literary Techniques</b></p> <p>Read, infer, and draw conclusions to: explain the type of evidence used to support a claim in a persuasive text</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will explain the type of evidence used to support a claim in persuasive text by inferring and drawing conclusions in nonfiction text from a variety of cultures and times.</p>		<b><u>DOK Ceiling – 2</u></b>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Types of evidence: e.g., scientific research evidence, anecdotal evidence based on personal knowledge, discipline-based opinion of experts</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Part A—Which piece of evidence does the author use to support the claim that ____?</li> <li>Part B—Which statement best describes the type of evidence that is the correct answer in part A?</li> <li>Choose the type of evidence the author uses in ____.</li> </ul>



Grade 5 English Language Arts: Content Standard		5.R.3.C.a
<b>3</b> <b>C</b> <b>MLS</b> <b>a</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b></p> <p><b>Text Structures</b></p> <p>Read, infer, and draw conclusions to:</p> <p>identify devices used in biographies and autobiographies, including how an author presents major events in a person's life</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will identify devices used in biographies, including how an author presents major events in a person's life, by inferring and drawing conclusions in text from a variety of cultures and times.</li> <li>The student will identify devices used in autobiographies, including how an author presents major events in his/her life, by inferring and drawing conclusions in text from a variety of cultures and times.</li> </ul>		<p><b><u>DOK Ceiling – 2</u></b></p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Devices: e.g., dates, chronological order, maps, photos, captions</li> <li>Grade 5 examines biographies and autobiographies in the text structures concept, not the literary concept (as in grade 3 and grade 4).</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Read the biography on _____. Choose the two devices used to present major events in _____'s life.               <ol style="list-style-type: none"> <li>Chronological order</li> <li>Figurative language</li> <li>Foreshadowing</li> <li>Personification</li> <li>Photos</li> </ol> </li> </ul>

Grade 5 English Language Arts: Content Standard		5.R.3.C.b
<b>3</b>	<p>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</p> <p><b>Text Structures</b></p> <p>Read, infer, and draw conclusions to:</p> <p>explain the difference between a stated and implied purpose for an expository text</p>	
<b>C</b>		
<b>MLS</b>		
<b>b</b>		
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling – 2</u></b>
The student will explain the difference between a stated and implied purpose for an expository text by inferring and drawing conclusions in text from a variety of cultures and times.		<b><u>Item Format</u></b> Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i>
		<b><u>Text Types</u></b> <b>Informational:</b> informative/ explanatory
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>Read the two articles. In article 1, the author’s purpose is clearly stated. The author’s purpose in article 2 is implied. Explain the difference in an implied purpose and a clearly stated purpose.</li> </ul>

Grade 5 English Language Arts: Content Standard		5.R.3.C.d
<b>3</b> <b>C</b> <b>MLS</b> <b>d</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b></p> <p><b>Text Structures</b></p> <p>Read, infer, and draw conclusions to:</p> <p>analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will analyze multiple accounts of the same event or topic by inferring and drawing conclusions in nonfiction text from a variety of cultures and times.</li> <li>The student will note similarities and differences in the point of view (perspective) represented in multiple accounts of an event/topic by inferring and drawing conclusions in nonfiction text from a variety of cultures and times.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<b><u>Content Limits/Assessment Boundaries</u></b>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Compare and contrast the point of view/perspective of each passage on ____.</li> </ul>

Grade 5 English Language Arts: Content Standard		5.R.4.A.a
<b>4 A MLS a</b>	<p><b>Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.</b></p> <p><b>Digital and Media Literacy</b></p> <p>Read to develop an understanding of media and its components by: explaining how messages conveyed in various forms of media are presented differently</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will, by understanding media and its components, explain how messages conveyed in various forms of print and digital media are presented differently through words, images, graphics, and sounds.</p>		<p><b><u>DOK Ceiling – 3</u></b></p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p><b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  <b>Informational:</b> e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Students may be asked to explain positive and negative impacts, independent of one another or in conjunction with one another.</li> <li>Media: a system of communication, information, or entertainment; varied ways for authors/creators to share ideas and messages with readers and/or viewers</li> </ul>		<p><b><u>Sample Stems</u></b></p> <p><b><u>Classroom</u></b></p> <ul style="list-style-type: none"> <li>Given a TV commercial and a newspaper ad, explain how the message conveyed is different in the newspaper and commercial.</li> </ul>

Grade 5 English Language Arts: Content Standard		5.R.4.A.b
<b>4 A MLS b</b>	<b>Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.</b>  <b>Digital and Media Literacy</b> Read to develop an understanding of media and its components by: comparing and contrasting the difference in techniques used in media	
<u><b>Expectation Unwrapped</b></u> <ul style="list-style-type: none"> <li>The student will compare the difference in techniques used in print and digital media.</li> <li>The student will contrast the difference in techniques used in print and digital media.</li> </ul>		<u><b>DOK Ceiling – 2</b></u>
		<u><b>Item Format</b></u> Selected Response, Constructed Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i>
		<u><b>Text Types</b></u> <b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction <b>Informational:</b> e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u><b>Content Limits/Assessment Boundaries</b></u> <ul style="list-style-type: none"> <li>Students may be asked to compare and/or contrast in conjunction with one another.</li> <li>Media: e.g., commercials, documentaries, news</li> </ul>		<u><b>Sample Stems</b></u> <ul style="list-style-type: none"> <li>Read the news article and watch the television ad. Compare and contrast the techniques used in the news article and television ad on ____.</li> </ul>

Grade 5 English Language Arts: Content Standard		5.R.4.A.c
<b>4</b> <b>A</b> <b>MLS</b> <b>c</b>	<b>Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.</b>  <b>Digital and Media Literacy</b> Read to develop an understanding of media and its components by: identifying the point of view of media presentations	
<u><b>Expectation Unwrapped</b></u>  The student will, by understanding print and digital media and its components, identify the point of view (perspective) of media presentations.		<u><b>DOK Ceiling – 2</b></u>
		<u><b>Item Format</b></u> Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i>
		<u><b>Text Types</b></u> <b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction <b>Informational:</b> e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u> <ul style="list-style-type: none"> <li>After watching the video clip on ____. choose the author’s point of view/perspective on ____.</li> </ul>

Grade 5 English Language Arts: Content Standard		5.R.4.A.d
<b>4 A MLS d</b>	<p><b>Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.</b></p> <p><b>Digital and Media Literacy</b></p> <p>Read to develop an understanding of media and its components by: analyzing various digital media venues for levels of formality and informality</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will, by understanding media and its components, analyze various digital media venues for levels of formality in words, images, graphics, and sounds.</li> <li>The student will, by understanding media and its components, analyze various digital media venues for levels of informality in words, images, graphics, and sounds.</li> </ul>		<p><b><u>DOK Ceiling – 3</u></b></p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Constructed Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p><b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction <b>Informational:</b> e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Compare and contrast the level of formality in words, images, graphics, and sounds found on the two websites.</li> </ul>

Grade 5 English Language Arts: Content Standard		5.R.4.A.e
<b>4 A MLS e</b>	<b>Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.</b> <b>Digital and Media Literacy</b> Read to develop an understanding of media and its components by: explaining textual and graphics features of a web page and how they help readers to comprehend text	
<u><b>Expectation Unwrapped</b></u> <ul style="list-style-type: none"> <li>The student will explain textual features of a web page.</li> <li>The student will explain how textual features of a web page help readers to comprehend text.</li> <li>The student will explain graphic features of a web page.</li> <li>The student will explain how graphic features of a web page help readers to comprehend text.</li> </ul>		<u><b>DOK Ceiling – 2</b></u>
		<u><b>Item Format</b></u> Selected Response, Constructed Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i>
		<u><b>Text Types</b></u> <b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction <b>Informational:</b> e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u><b>Content Limits/Assessment Boundaries</b></u> <ul style="list-style-type: none"> <li>Textual features: e.g., subheadings, links, sidebars, page design, audio/video clips</li> <li>Graphic features: e.g., illustrations, graphs/charts, maps, photos</li> </ul>		<u><b>Sample Stems</b></u> <ul style="list-style-type: none"> <li>Review the school district web page. Identify two text features used on the web page and explain how the text features help the reader understand the information presented.</li> <li>Explain how the illustrations on the web page help the reader understand the information.</li> </ul>



# Reading Foundations

Grade 5 English Language Arts: Content Standard		5.RF.4.A.a
<b>4</b> <b>A</b> <b>MLS</b> <b>a</b>	<p><b>Understand how English is written and read.</b></p> <p><b>Fluency</b></p> <p>Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will use context to confirm word recognition and understanding, resulting in fluency, reading for purpose, and comprehension in text.</li> <li>The student will use context to self-correct word recognition and understanding, resulting in fluency, reading for purpose, and comprehension in text.</li> <li>The student will reread as necessary, resulting in fluency, reading for purpose, and comprehension in text.</li> </ul>		<b><u>DOK Ceiling – 2</u></b>
		<b><u>Item Format</u></b> Performance Event
		<p><b><u>Text Types</u></b></p> <p><b>Literary:</b> e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p><b>Informational:</b> e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Locally assessed</li> </ul>		<b><u>Sample Stems</u></b>

## Writing

Grade 5 English Language Arts: Content Standard		5.W.1.A.a
<b>1</b> <b>A</b> <b>MLS</b> <b>a</b>	<p><b>Apply a writing process to develop a text for audience and purpose.</b></p> <p><b>Prewriting</b></p> <p>Follow a writing process to plan a first draft by:</p> <p>selecting a genre appropriate for conveying the purpose to an intended audience</p>	
<p><u><b>Expectation Unwrapped</b></u></p> <p>The student will plan a first draft to develop a text by selecting an appropriate genre for conveying the purpose to an intended audience.</p>		<u><b>DOK Ceiling – 2</b></u>
		<u><b>Item Format</b></u> Performance Event
		<u><b>Text Types</b></u>
<p><u><b>Content Limits/Assessment Boundaries</b></u></p> <ul style="list-style-type: none"> <li>Locally assessed—This standard is an important part of the writing process and should be assessed at the classroom level.</li> <li>Instructional Implication: Classroom instruction should include information on purpose and audience.</li> </ul>		<p><u><b>Sample Stems</b></u></p> <p><u><b>Classroom</b></u></p> <ul style="list-style-type: none"> <li>Read the letter. Choose the best audience for the letter.</li> </ul>

Grade 5 English Language Arts: Content Standard		5.W.1.A.b
<b>1</b> <b>A</b> <b>MLS</b> <b>b</b>	<p><b>Apply a writing process to develop a text for audience and purpose.</b></p> <p><b>Prewriting</b></p> <p>Follow a writing process to plan a first draft by: formulating questions related to the topic</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will plan a first draft to develop a text appropriate for audience and purpose by formulating questions related to the topic.</p>		<b><u>DOK Ceiling – 2</u></b>
		<b><u>Item Format</u></b> Performance Event
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Locally assessed—This standard is an important part of the writing process and should be assessed at the classroom level.</li> </ul>		<p><b><u>Sample Stems</u></b></p> <p><b><u>Classroom</u></b></p> <ul style="list-style-type: none"> <li>A student has been asked to write a letter to the student’s grandparents about advancements in technology. Choose the two best questions for the student to ask.               <ol style="list-style-type: none"> <li>Was your family wealthy?</li> <li>Where did you live as a kid?</li> <li>How many siblings do you have?</li> <li>What year were you born?</li> <li>What kind of technology did you use as a kid?</li> </ol> </li> </ul>

Grade 5 English Language Arts: Content Standard		5.W.1.A.c
<b>1</b> <b>A</b> <b>MLS</b> <b>c</b>	<p><b>Apply a writing process to develop a text for audience and purpose.</b></p> <p><b>Prewriting</b></p> <p>Follow a writing process to plan a first draft by: accessing prior knowledge or building background knowledge related to the topic</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will access prior knowledge related to the topic in order to plan a first draft to develop a text appropriate for audience and purpose.</li> <li>The student will build background knowledge related to the topic in order to plan a first draft to develop a text appropriate for audience and purpose.</li> </ul>		<b><u>DOK Ceiling – 2</u></b>
		<b><u>Item Format</u></b> Constructed Response
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Locally assessed—This standard is an important part of the writing process and should be assessed at the classroom level.</li> </ul>		<b><u>Sample Stems</u></b>

Grade 5 English Language Arts: Content Standard		5.W.1.A.d
<b>1 A MLS d</b>	<p><b>Apply a writing process to develop a text for audience and purpose.</b></p> <p><b>Prewriting</b></p> <p>Follow a writing process to plan a first draft by: using a prewriting strategy</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will use a prewriting strategy to plan a first draft to develop a text appropriate for audience and purpose.</p>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Performance Event
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Locally assessed—This standard is an important part of the writing process and should be assessed at the classroom level.</li> <li>Prewriting strategy: e.g., brainstorming, graphic organizers, logs, journals, discussions</li> </ul>		<b><u>Sample Stems</u></b>

Grade 5 English Language Arts: Content Standard		5.W.1.D.a
<b>1 D MLS a</b>	<p><b>Apply a writing process to develop a text for audience and purpose.</b></p> <p><b>Produce/Publish and Share Writing</b></p> <p>With assistance from adults/peers: use technology, including the Internet, to produce and publish writing</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>With assistance from adults/peers: <ul style="list-style-type: none"> <li>The student will use technology, including the Internet, to produce writing for a text appropriate for audience and purpose.</li> <li>The student will use technology, including the Internet, to publish writing for a text appropriate for audience and purpose.</li> </ul> </li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Performance Event
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Locally assessed</li> <li>Instructional Implication: Produce/Publish expectations apply to all genres of writing.</li> </ul>		<b><u>Sample Stems</u></b>

Grade 5 English Language Arts: Content Standard		5.W.1.D.b
<b>1 D MLS b</b>	<p><b>Apply a writing process to develop a text for audience and purpose.</b></p> <p><b>Produce/Publish and Share Writing</b></p> <p>With assistance from adults/peers: demonstrate sufficient command of keyboarding skills to type a minimum of two pages, ideally in a single sitting</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>With assistance from adults/peers: <ul style="list-style-type: none"> <li>The student will demonstrate sufficient command of keyboarding skills for a text appropriate for audience and purpose.</li> <li>The student will type a minimum of two pages, ideally in a single sitting, for a text appropriate for audience and purpose.</li> </ul> </li> </ul>		<b><u>DOK Ceiling – 1</u></b>
		<b><u>Item Format</u></b> Performance Event
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Locally assessed</li> <li>Instructional Implication: Producing/Publishing expectations apply to all genres of writing.</li> <li>Instructional Implication: Keyboarding should be discussed at a school or district level so the progression of keyboarding skills (K–5) is not overlooked or assumed solely as a classroom teacher’s responsibility. Are keyboarding skills included in other content area expectations? (e.g., standards for library, social studies)</li> </ul>		<b><u>Sample Stems</u></b>

Grade 5 English Language Arts: Content Standard		5.W.3.A.a
<b>3</b> <b>A</b> <b>MLS</b> <b>a</b>	<b>Gather, analyze, evaluate, and use information from a variety of sources.</b> <b>Research Process</b> Apply research process to: generate a list of subject-appropriate topics	
<b><u>Expectation Unwrapped</u></b> The student will generate a list of subject-appropriate topics to research in preparation to gather, analyze, evaluate, and use information from a variety of sources.		<b><u>DOK Ceiling – 2</u></b>
		<b><u>Item Format</u></b> Performance Event
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>Locally assessed</li> <li>Subject-appropriate topics: e.g., students brainstorm topics about women in history, the human body, or natural disasters</li> </ul>		<b><u>Sample Stems</u></b>



Grade 5 English Language Arts: Content Standard		5.W.3.A.b
<b>3 A MLS b</b>	<b>Gather, analyze, evaluate, and use information from a variety of sources.</b> <b>Research Process</b> Apply research process to: formulate and refine an open-ended research question	
<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"> <li>The student will formulate an open-ended research question in preparation to gather, analyze, evaluate, and use information from a variety of sources.</li> <li>The student will refine an open-ended research question in preparation to gather, analyze, evaluate, and use information from a variety of sources.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i>
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>Read a student’s research report plan. [RESEARCH REPORT PLAN WITH BLANK LINE FOR RESEARCH QUESTION] Which research question would be the best for the student’s report?</li> <li>A student is writing a research paper on the benefits of a healthy lifestyle. Read the student’s research question. [OVERLY BROAD RESEARCH QUESTION] The student’s question is too broad. Choose the best way to refine the research question.</li> </ul>

Grade 5 English Language Arts: Content Standard		5.W.3.A.c
<b>3 A MLS c</b>	<b>Gather, analyze, evaluate, and use information from a variety of sources.</b> <b>Research Process</b> Apply research process to: follow guidelines for collecting and recording information	
<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"> <li>The student will follow guidelines for collecting information from a variety of sources to analyze, evaluate, and use in the research process.</li> <li>The student will follow guidelines for recording information from a variety of sources to analyze, evaluate, and use in the research process.</li> </ul>		<b><u>DOK Ceiling – 2</u></b>
		<b><u>Item Format</u></b> Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i>
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>A student is writing a research paper _____. Help the student sort the notes into Topic A and Topic B.</li> <li>A student is writing a research paper on frogs. Help the student sort the notes into the appropriate groups. Group 1 is notes on habitat, and Group 2 is on diet.</li> </ul>

Grade 5 English Language Arts: Content Standard		5.W.3.A.e
<b>3 A MLS e</b>	<b>Gather, analyze, evaluate, and use information from a variety of sources.</b> <b>Research Process</b> Apply research process to: assess relevance, accuracy, and reliability of information in print and digital sources	
<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"> <li>The student will assess the relevance, accuracy, and reliability of information in print sources as part of the research process.</li> <li>The student will assess the relevance, accuracy, and reliability of information in digital sources as part of the research process.</li> </ul>		<b><u>DOK Ceiling – 2</u></b>
		<b><u>Item Format</u></b> Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i>
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>Instructional Implication: “Reliability” is the added element from grade 4 to grade 5.</li> <li>Sources: e.g., author, organization, data publication, publisher, title of journal</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>Which two sources would most likely have reliable information for an essay about ____?</li> </ul>

Grade 5 English Language Arts: Content Standard		5.W.3.A.f
<b>3 A MLS f</b>	<b>Gather, analyze, evaluate, and use information from a variety of sources.</b> <b>Research Process</b> Apply research process to: convert graphic/visual data into written notes	
<b><u>Expectation Unwrapped</u></b> The student will convert graphic/visual data into written notes to analyze, evaluate, and use as part of the research process.		<b><u>DOK Ceiling – 2</u></b>
		<b><u>Item Format</u></b> Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i>
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>Graphic/visual data: e.g., charts, diagrams, timelines</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>According to the graph, which of the following statements are accurate notes for a student to put in an essay about ____?</li> </ul>

Grade 5 English Language Arts: Content Standard		5.W.3.A.h
3 A MLS h	Gather, analyze, evaluate, and use information from a variety of sources.	
	Research Process	
	Apply research process to:	
	present and evaluate how completely, accurately, and efficiently the research question was explored or answered using established teacher/student criteria	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling – 3</u>
<ul style="list-style-type: none"> <li>The student will present how completely, accurately, and efficiently the research question was explored or answered using established teacher/student criteria.</li> <li>The student will evaluate how completely, accurately, and efficiently the research question was explored or answered using established teacher/student criteria.</li> </ul>		<u>Item Format</u>
		Performance Event
		<u>Text Types</u>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<ul style="list-style-type: none"> <li>Locally assessed</li> </ul>		

Grade 5 English Language Arts: Content Standard		5.W.3.A.i
<b>3 A MLS i</b>	<b>Gather, analyze, evaluate, and use information from a variety of sources.</b> <b>Research Process</b> Apply research process to: record bibliographic information from sources according to a standard format	
<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"> <li>The student will record bibliographic information from a variety of sources according to a standard format as part of the research process.</li> </ul>		<b><u>DOK Ceiling – 1</u></b>
		<b><u>Item Format</u></b> <i>See Item Format in Introduction for item choices.</i>
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>Locally assessed</li> <li>Format: e.g., author, title, publisher, publication year</li> </ul>		<b><u>Sample Stems</u></b>

# Language

Grade 5 English Language Arts: Content Standard		5.L.1.A.b
<b>1</b> <b>A</b> <b>MLS</b> <b>b</b>	<b>Communicate using conventions of English language.</b> <b>Grammar</b> In speech and written form, apply standard English grammar to: use relative pronouns and relative adverbs	
<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"> <li>The student will use relative pronouns in speech and written form according to English language conventions.</li> <li>The student will use relative adverbs in speech and written form according to English language conventions.</li> </ul>		<b><u>DOK Ceiling – 1</u></b>
		<b><u>Item Format</u></b> Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i>
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>Relative pronouns: e.g., who, which, that</li> <li>Relative adverbs: e.g., where, when, why</li> <li>Language items are best assessed embedded into context.</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>Choose the correct word to complete the sentence.</li> <li>This is the library to ____ I come to use the Internet every evening.</li> <li>Replace the underlined noun with the correct pronoun.</li> </ul>

Grade 5 English Language Arts: Content Standard		5.L.1.A.c
<b>1</b> <b>A</b> <b>MLS</b> <b>c</b>	<b>Communicate using conventions of English language.</b> <b>Grammar</b> In speech and written form, apply standard English grammar to: use pronouns consistently across a text	
<b><u>Expectation Unwrapped</u></b> The student will use pronouns consistently across a text in speech and written form according to English language conventions.		<b><u>DOK Ceiling – 1</u></b>
		<b><u>Item Format</u></b> Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i>
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>Pronoun use: e.g., pronoun/antecedent agreement</li> <li>Language items are best assessed embedded into context.</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>Choose the correct pronouns to complete the paragraph.</li> </ul>



Grade 5 English Language Arts: Content Standard		5.L.1.A.d
<b>1 A MLS d</b>	<b>Communicate using conventions of English language.</b> <b>Grammar</b> In speech and written form, apply standard English grammar to: use and correct verb tenses	
<b><u>Expectation Unwrapped</u></b> The student will use and correct verb tenses according to English language conventions.		<b><u>DOK Ceiling – 1</u></b>
		<b><u>Item Format</u></b> Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i>
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>Language items are best assessed embedded into context.</li> </ul>		<b><u>Sample Stems</u></b> <ul style="list-style-type: none"> <li>Choose the correct future tense verb to complete the sentence in the passage.</li> </ul>

Grade 5 English Language Arts: Content Standard		5.L.1.B.a
<b>1 B MLS a</b>	<p>Communicate using conventions of English language.</p> <p>Punctuation, Capitalization, Spelling</p> <p>In written text: write legibly</p>	
<p>The student will write legibly</p>		<u>DOK Ceiling – 1</u>
		<u>Item Format</u> Performance Event
		<u>Text Types</u>
<p>• Locally assessed</p>		<u>Sample Stems</u>

Grade 5 English Language Arts: Content Standard		5.L.1.B.b
<b>1 B MLS b</b>	<p><b>Communicate using conventions of English language.</b></p> <p><b>Punctuation, Capitalization, Spelling</b></p> <p>In written text: use a comma before a coordinating conjunction when writing compound sentences</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will use a comma before a coordinating conjunction when writing compound sentences according to English language conventions.</p>		<b><u>DOK Ceiling – 1</u></b>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i></p>
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Language items are best assessed by embedding into context.</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Choose the correct way to combine the two simple sentences. The students finished their work. The students went to lunch.               <ol style="list-style-type: none"> <li>The students finished their work, and went to lunch.</li> <li>The students finished their work and, went to lunch.</li> <li>The students finished their work and went to lunch.</li> <li>The students finished their work and then, went to lunch.</li> </ol> </li> </ul>

Grade 5 English Language Arts: Content Standard		5.L.1.B.d
<b>1 B MLS d</b>	<p><b>Communicate using conventions of English language.</b></p> <p><b>Punctuation, Capitalization, Spelling</b></p> <p>In written text: use a comma to set off the words <i>yes</i> and <i>no</i></p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will use a comma to set off the words <i>yes</i> and <i>no</i> according to English language conventions.</p>		<b><u>DOK Ceiling – 1</u></b>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i></p>
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Given a passage, students should be able to select the correct placement of commas (or other forms of punctuation).</li> <li>Language items are best assessed embedded into context.</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Which revision is needed to correct the error in the sentences?</li> </ul>

Grade 5 English Language Arts: Content Standard		5.L.1.B.e
<b>1 B MLS e</b>	<p><b>Communicate using conventions of English language.</b></p> <p><b>Punctuation, Capitalization, Spelling</b></p> <p>In written text: use italics when keyboarding titles of books, magazines, and newspapers</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will use italics when keyboarding titles of books, magazines, and newspapers according to English language conventions.</p>		<b><u>DOK Ceiling – 1</u></b>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i></p>
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>• Instructional Implication: Teach this standard in conjunction with 5.L.1.B.f.</li> <li>• Language items are best assessed embedded into context.</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>• A student is typing an essay to submit online. Choose the magazine title that is typed correctly. <ul style="list-style-type: none"> <li>a. <u>Time</u></li> <li>b. Newsweek</li> <li>c. “Reader’s Digest”</li> <li>d. <i>Sports Illustrated</i></li> </ul> </li> </ul>

Grade 5 English Language Arts: Content Standard		5.L.1.B.f
<b>1 B MLS f</b>	<p><b>Communicate using conventions of English language.</b></p> <p><b>Punctuation, Capitalization, Spelling</b></p> <p>In written text: use underlining when writing titles of books, magazines, and newspapers</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will use underlining when writing titles of books, magazines, and newspapers according to English language conventions.</p>		<b><u>DOK Ceiling – 1</u></b>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i></p>
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>• Instructional Implication: Teach this standard in conjunction with 5.L.1.B.e.</li> <li>• Language items are best assessed embedded into context.</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>• A student is handwriting an essay. Choose the correct way to write the book title. <ul style="list-style-type: none"> <li>a. <u>The BFG</u></li> <li>b. <i>Roll of Thunder, Hear My Cry</i></li> <li>c. <u>Charlie and the Chocolate Factory</u></li> <li>d. "The True Story of the Three Little Pigs"</li> </ul> </li> </ul>

Grade 5 English Language Arts: Content Standard		5.L.1.B.g
<b>1 B MLS g</b>	<p><b>Communicate using conventions of English language.</b></p> <p><b>Punctuation, Capitalization, Spelling</b></p> <p>In written text: use quotation marks when writing titles of stories, songs, poems, articles</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will use quotation marks when writing titles of stories, songs, poems, and articles according to English language conventions.</p>		<b><u>DOK Ceiling – 1</u></b>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Technology Enhanced <i>See Item Format in Introduction for item choices.</i></p>
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Language items are best assessed by embedding into context.</li> </ul>		<p><b><u>Sample Stems</u></b></p> <ul style="list-style-type: none"> <li>Place quotation marks in the correct spots throughout the paragraph.</li> </ul>

Grade 5 English Language Arts: Content Standard		5.L.1.B.j
<b>1 B MLS j</b>	<p><b>Communicate using conventions of English language.</b></p> <p><b>Punctuation, Capitalization, Spelling</b></p> <p>In written text:</p> <p>use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read unfamiliar multi-syllabic words in context.</li> <li>The student will use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to spell unfamiliar multi-syllabic words in context.</li> </ul>		<b><u>DOK Ceiling – 1</u></b>
		<p><b><u>Item Format</u></b></p> <p>Selected Response, Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Locally assessed</li> <li>Language items are best assessed embedded into context.</li> </ul>		<b><u>Sample Stems</u></b>



## Speaking/Listening

Grade 5 English Language Arts: Content Standard		5.SL.1.A.a
<b>1</b> <b>A</b> <b>MLS</b> <b>a</b>	<p><b>Listen for a purpose.</b></p> <p><b>Purpose</b></p> <p>Develop and apply effective listening skills and strategies in formal and informal settings by: following agreed upon rules for listening and fulfilling discussion rules independently</p>	
<p><u><b>Expectation Unwrapped</b></u></p> <ul style="list-style-type: none"> <li>The student will follow agreed upon rules for listening for a purpose in formal and informal settings.</li> <li>The student will fulfill agreed upon rules for discussion for a purpose in formal and informal settings.</li> </ul>		<u><b>DOK Ceiling – 1</b></u>
		<u><b>Item Format</b></u> Performance Event
		<u><b>Text Types</b></u>
<p><u><b>Content Limits/Assessment Boundaries</b></u></p> <ul style="list-style-type: none"> <li>Locally assessed</li> </ul>		<u><b>Sample Stems</b></u>

Grade 5 English Language Arts: Content Standard		5.SL.1.A.c
<b>1 A MLS c</b>	<p><b>Listen for a purpose.</b></p> <p><b>Purpose</b></p> <p>Develop and apply effective listening skills and strategies in formal and informal settings by: following, restating, and giving multi-step instructions from or to others in collaborative groups, according to classroom expectations</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <ul style="list-style-type: none"> <li>The student will, according to classroom expectations, follow multi-step instructions from others in collaborative groups in formal and informal settings.</li> <li>The student will, according to classroom expectations, restate multi-step instructions from others in collaborative groups in formal and informal settings.</li> <li>The student will, according to classroom expectations, give multi-step instructions to others in collaborative groups in formal and informal settings.</li> </ul>		<b><u>DOK Ceiling – 1</u></b>
		<b><u>Item Format</u></b> Performance Event
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Locally assessed</li> </ul>		<b><u>Sample Stems</u></b>

Grade 5 English Language Arts: Content Standard		5.SL.2.A.a
<b>2 A MLS a</b>	<b>Listen for entertainment.</b> <b>Entertainment</b> Develop and apply effective listening skills and strategies in formal and informal settings by: evaluating and modifying own active listening skills	
<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"> <li>The student will evaluate his/her own active listening skills for entertainment in formal and informal settings.</li> <li>The student will modify his/her own active listening skills for entertainment in formal and informal settings.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Performance Event
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>Locally assessed</li> <li>Listening strategy: e.g., SLANT (sit up, lean in, ask questions, nod, track the speaker)</li> </ul>		<b><u>Sample Stems</u></b>

Grade 5 English Language Arts: Content Standard		5.SL.3.A.a
<b>3 A MLS a</b>	<p><b>Speak effectively in collaborative discussions.</b></p> <p><b>Collaborative Discussions</b></p> <p>Speak clearly and to the point, using conventions of language when presenting individually or with a group by: summarizing points made by others before presenting own ideas, according to classroom expectations</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will, according to classroom expectations, summarize points made by others before presenting his/her own ideas individually or with a group by speaking clearly and to the point and using conventions of language.</p>		<b><u>DOK Ceiling – 2</u></b>
		<p><b><u>Item Format</u></b></p> <p>Performance Event</p>
		<b><u>Text Types</u></b>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <ul style="list-style-type: none"> <li>Locally assessed</li> </ul>		<b><u>Sample Stems</u></b>

Grade 5 English Language Arts: Content Standard		5.SL.3.A.b
<b>3</b> <b>A</b> <b>MLS</b> <b>b</b>	<b>Speak effectively in collaborative discussions.</b> <b>Collaborative Discussions</b> Speak clearly and to the point, using conventions of language when presenting individually or with a group by: providing and evaluating evidence to support opinion	
<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"> <li>The student will provide evidence to support an opinion when presenting individually or with a group by speaking clearly and to the point and using conventions of language.</li> <li>The student will evaluate evidence to support an opinion when presenting individually or with a group by speaking clearly and to the point and using conventions of language.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Performance Event
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>Locally assessed</li> </ul>		<b><u>Sample Stems</u></b>

Grade 5 English Language Arts: Content Standard		5.SL.4.A.a
<b>4</b> <b>A</b> <b>MLS</b> <b>a</b>	<b>Speak effectively when presenting.</b> <b>Presenting</b> Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: using efficient presentation skills with available resources using a variety of media	
<b><u>Expectation Unwrapped</u></b> The student will use efficient presentation skills including a variety of media when presenting individually or with a group by speaking clearly, audibly, and to the point and using conventions of language.		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Performance Event
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>Locally assessed</li> <li>Media with an auditory component: e.g., oral presentations, live discussion, performances, video, audio recordings</li> <li>Instructional Implication: Employ media techniques as needed or available.</li> </ul>		<b><u>Sample Stems</u></b>

Grade 5 English Language Arts: Content Standard		5.SL.4.A.b
<b>4</b> <b>A</b> <b>MLS</b> <b>b</b>	<b>Speak effectively when presenting.</b> <b>Presenting</b> Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: planning an appropriate presentation based on audience	
<u><b>Expectation Unwrapped</b></u> The student will plan an appropriate presentation based on audience in preparation to speak effectively.		<u><b>DOK Ceiling – 3</b></u>
		<u><b>Item Format</b></u> Performance Event
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u> <ul style="list-style-type: none"> <li>Appropriate presentation: e.g., length, tone, topic, media</li> </ul>		<u><b>Sample Stems</b></u>

Grade 5 English Language Arts: Content Standard		5.SL.4.A.c
<b>4</b> <b>A</b> <b>MLS</b> <b>c</b>	<b>Speak effectively when presenting.</b> <b>Presenting</b> Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: employing appropriate pacing, vocabulary, and gestures to communicate a clear viewpoint	
<b><u>Expectation Unwrapped</u></b> <ul style="list-style-type: none"> <li>The student will employ appropriate pacing to communicate a clear viewpoint (perspective) when presenting individually or with a group, speaking clearly, audibly, and to the point and using conventions of language.</li> <li>The student will employ appropriate vocabulary to communicate a clear viewpoint (perspective) when presenting individually or with a group, speaking clearly, audibly, and to the point and using conventions of language.</li> <li>The student will employ appropriate gestures to communicate a clear viewpoint (perspective) when presenting individually or with a group, speaking clearly, audibly, and to the point and using conventions of language.</li> </ul>		<b><u>DOK Ceiling – 3</u></b>
		<b><u>Item Format</u></b> Performance Event
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b> <ul style="list-style-type: none"> <li>Locally assessed</li> </ul>		<b><u>Sample Stems</u></b>